

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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Tests for Entry Level Workers

Comments by Tom Ramsay, Human Resources Psychologist

The United States Department of Labor has announced their plan to discontinue the use of the General Aptitude Test Battery (GATB) in selecting applicants for job referral. As one who conducted many GATB validation studies, I'm sorry to see this happen.

Several of our clients have asked us to evaluate the readability levels and arithmetic requirements of their jobs and training programs. Then we developed reading and arithmetic tests to match the job and training program. Materials reflect the content, level, and philosophy of the employing organization.

This ensures that successful candidates have the reading and arithmetic skills necessary for successful understanding of job and training materials.

We have developed such tests for production maintenance, service, technical, and supervisory jobs. They have been used in industries such as food, processing, chemicals and manufacturing.

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**The Industrial-
Organizational
Psychologist**

Vol. 28/No. 3

January, 1991

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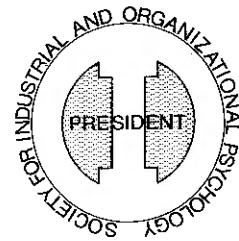
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President's Message

Frank J. Landy

As I described in earlier messages, this has been a busy legislative year. The biggest event was the debate regarding the Civil Rights Act of 1990 (also known as the Kennedy-Hawkins Bill). As you know, the bill was passed by both the House of Representatives and the Senate and was vetoed by President Bush. An attempt to override the veto in the Senate failed by one vote. Although there were aspects of the bill that were acceptable and might have been seen as restoring the balance that was affected by the Ward's Cove decision, there were other aspects of the bill that would have plunged the profession back into the linguistic swamp we had climbed out of in the early 80s. Our Society was heavily involved in the discussions regarding language modification. As before, we have Mary Tenopyr to thank for virtually instantaneous information regarding the debate as it unfolded in Washington. This permitted our Society to make appropriate contacts in a timely manner. It is likely that another version of the bill will appear in the spring. As before, we will offer our services to the legislators and staffers in framing the language of this bill in a way that will fairly represent the scientific and practice interests of our members.

Another issue that is emerging to use up any time that was left after the Civil Rights debate subsided is the American's with Disabilities Act. As you may know, this law was signed by President Bush this summer and will affect how tests are administered to handicapped employees and applicants as well as what accommodations employers will be expected to make for handicapped employees. Much of the substance of the bill touches on the research and practice of the I/O community. Although the law has been passed, there are no guidelines yet for the administration of that law. The process of developing these guidelines is known as "rule making" and that process is about to begin. I have been in touch with the appropriate parties at the Equal Employment Opportunity Commission and requested that SIOP be well represented in that rule making process at the earliest possible time.

The debate about the suspension of the GATB remains active. SIOP, APA, and APS have all registered dismay regarding that decision. As far as we know the suspension stands, although there is some question about how the ultimate question (i.e. what type of norming to use) will be answered. We will follow this issue closely.

The U.S. Office of Technology Assessment has completed a draft report of a review of the area of honesty testing. The review suggested that there is good reason to monitor, and possibly regulate, this type of testing. Simultaneously, APA has issued a draft report of a consideration of the same issue. Although critical of some aspects of the honesty testing community, the APA report does not call for regulation but rather an evolutionary process of self-improvement by the industry.

On a more positive note, there are a number of continuing processes and new contacts that will prove interesting to SIOP. The Canadian Psychological Association has asked if we might pursue some formal connection between the Industrial and Organizational interest group within that body and SIOP. We are beginning discussion with **Marc Berwald**, of the CPA. Similarly, **Don Davis** of the External Affairs Committee, has been working hard on developing international ties for SIOP. To that end, he has invited a number of our German colleagues to present a symposium at the SIOP meetings in St. Louis.

In terms of "things accomplished," you should have all received the Membership Survey completed by **Ann Howard**. In addition, you will have received (or will receive shortly) the first Membership Directory. The Continuing Education and Workshop Committee is getting ready to launch our first "road show" with a non-conference workshop on individual assessment. Watch **TIP** for additional information.

Plans for St. Louis are moving along. It looks like this SIOP meeting will be bigger and better than any so far. Make sure that you set aside the dates in your schedule and be prepared to have a professionally and personally enjoyable meeting.

SIOP ANNUAL CONFERENCE Meet Us in St. Louis, April 25-28, 1991

Ron Johnson

Surely nothing can top the Society's 1990 annual conference held last spring in Miami Beach! "Wanna bet?" Come join your friends and colleagues in St. Louis for the best conference that the Society has ever organized. Be a part of the largest SIOP annual conference to date. With a geographic location that is convenient to most of our membership; the expectation of another outstanding series of workshops and program sessions; the least expensive single room rates since Dallas (1988); double rooms at rates less than our first conference in Chicago (1986); I am expecting record registrations. You do not want to miss St. Louis in April.

In addition to the traditional conference activities, we are working with Destination St. Louis to provide attendees with opportunities to participate in special activities. Arrangements have been made for the symphony, a Johnny Cash concert, a Cardinal baseball game, and a dinner cruise. Please look for details elsewhere in **TIP**.

For those of you who have not been to St. Louis in a while, you will be excited when you enter the Adam's Mark Hotel. It is a first-class hotel with an impressive lobby entrance that "announces" its style. The meeting room space is designed to accommodate our needs and provides ample room to meet friends and hold informal discussions.

Throughout **TIP** you will find information that you need to:

1. register for the conference;
2. register for the workshops;
3. register with the hotel (REGISTER EARLY as our room block will only be held until March 25, 1991);
4. make reservations with Destination St. Louis for the activities;
5. make airline reservations.

Please remember that hotel reservations, conference registration forms, and workshop registration materials go to DIFFERENT addresses.

If there is any way in which I can help you, please contact me at 703-231-6152.

Advance Conference Registration Form SIOP 6th Annual Conference

FULL NAME as you wish it to appear on your conference badge (type or print clearly).

FIRST _____ **MIDDLE INITIAL** _____ **LAST** _____

ORGANIZATIONAL AFFILIATION as you wish it to appear on your conference badge.

Mailing Address: _____

CITY _____ **STATE** _____ **ZIP** _____

Check appropriate category (note that all fees include luncheon):

**ADVANCE REGISTRATION
(Prior to March 28, 1991)**

Society Member _____ (\$ 55.00)

Non-member _____ (\$100.00)

Full-time student _____ (\$ 35.00)

**ON-SITE REGISTRATION
(After March 28, 1991)**

Society Member _____ (\$ 80.00)

Non-member _____ (\$125.00)

Full-time student _____ (\$ 35.00)

Make checks payable to SIOP. (Note: In order to save mailing costs, we will distribute receipts at the conference. If a receipt is required prior to the conference, please enclose a self-addressed envelope.)

THE DEADLINE FOR ALL ADVANCE CONFERENCE REGISTRATION FORMS IS A POSTMARK OF MARCH 28, 1991. PLEASE DO NOT MAIL THE CONFERENCE REGISTRATION FORM AFTER MARCH 28, 1991. (No advance conference registration will be processed if it is postmarked after the above date.)

If you do not meet the March 28, 1991 deadline, you may register at the conference. Note that we are unable to accept credit cards for advance or on-site registrations.

**The Luncheon will be on Saturday, April 27, 1991
from 12:00 p.m.-2:00 p.m.**

We need to provide the hotel with an accurate estimate of the number of individuals who will attend the luncheon. Overestimates are extremely costly to the Society. Using the scale below, please indicate your plans about the SIOP luncheon.

I will definitely attend.
 I lean slightly towards attending.
 I lean slightly towards NOT attending.
 I will definitely NOT attend.

Mail only conference registration forms and check to:

**Dr. Beth Martin
Department of Psychology
John Carroll University
University Heights, OH 44118-4581
BITNET MARTIN@JCUVAX**

Do not mail workshop registration materials or hotel reservations to Dr. Martin.

PUBLICATION SCHEDULE FOR TIP

Publication Month	Deadline
July	May 15
October	August 15
January	November 15
April	February 15

Adam's Mark/St. Louis Welcomes the

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY—APRIL 24–28, 1991

Reservation Deadline: March 25, 1991

Arrival date: _____

Number of nights you will stay: _____

Number of people in room: _____

Approx. arrival time: _____

(check-in 3 p.m., check-out 12:00 noon)

Method of transportation: Car Air Other

*Please Note: Special conference rates are based on reservation deadline. After this date, all subsequent reservations will be subject to availability and current hotel rack rates.

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(last) _____ (first) _____

Address _____

City _____ State _____ Zip _____

Phone (_____) _____ Sharing room with: _____

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C.B./Diners # _____ Exp.: _____

Check # _____ Amount _____

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Mail to: Adam's Mark Hotel St. Louis

Fourth & Chestnut

St. Louis, MO 63102

(signature) _____ (date) _____ A room confirmation will be mailed to you within 1 week.

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*If rate requested is not available, the next available rate will be assigned.
To secure lowest available rate, early response is suggested.

St. Louis, Here We Come

Therese Hoff Macan
University of Missouri-St. Louis

St. Louis is the home of the 6th Annual SIOP convention to be held April 26–28, 1991. At the confluence of the Mississippi and Missouri rivers, the Metropolitan area is among the nation's top locations for corporate headquarters. Nine Fortune 500 companies are headquartered here. For the traveler, St. Louis' central location makes the area easy to reach. The conference's hotel, The Adam's Mark, is in the heart of downtown St. Louis, easily accessible to many major attractions.

How about an evening on the river? Since St. Louis has moderate spring temperatures, there is plenty to enjoy outdoors. (A light jacket should be sufficient.) You can walk through part of the vibrant riverfront, Laclede's Landing, a nine-square block redeveloped area that is a nightlife center featuring jazz, rock and raucous saloons. Or, spend a night on an authentic Mississippi Riverboat listening to the ragtime melodies of yesteryear.

No visit to St. Louis would be complete without a visit to the Arch and a trip to the top to experience the 30-mile panoramic view. While in the area, you may also enjoy a visit to Museum of Westward Expansion (under the Arch), the Old Cathedral, and the Old Courthouse (site of the Dread Scott Decision). If you are interested in a more down-to-earth diversion, include a tour of the world's largest brewery—Anheuser-Busch. A visit to Forest Park reveals a variety of potential activities including The St. Louis Art Museum, History Museum or St. Louis Science Center. There is also the world renowned St. Louis Zoo with more than 2,000 animals in natural settings and its new "Living World" facility. The sports enthusiast can enjoy a game of golf or tennis or use the running track located in Forest Park.

And, if a more peaceful experience is your preference, the Missouri Botanical Garden and the recently renovated Climatron has year-round floral displays and exhibits with rare flowers. Of course, there are the nights at the Busch stadium watching the baseball Cardinals play the Montreal Expos on April 26 to 28 (for tickets call: [314] 421-2400). For additional happenings around town, the Thursday calendar section of the local daily paper, *The Post Dispatch* and *The Riverfront Times*, a free weekly newspaper, are valuable resources.

Come hungry to St. Louis. You will find a diversity of cuisine for every taste and budget, with an abundance of Italian restaurants (e.g.,

Cunnetto's, Charlie Giottos, Ragazis). Be sure to pick up a Restaurant Guide at SIOP registration.

Travel between the airport and the metropolitan areas is very convenient with buses, taxis and airport limos running almost 24 hours a day. A taxi ride from the airport to the downtown area (Adam's Mark Hotel) takes about 15 to 20 minutes and is approximately \$17.50. However, one to five passengers can ride for one meter fare. To the hotel from the airport, travel east on I-70 and take the Downtown exit. Just look for the Arch and the Adam's Mark Hotel is west across the street.

Once you get to the Adam's Mark Hotel, ride free around downtown St. Louis. Catch a specially painted Levee Line bus (has a waterwheel painted on the side) and enjoy the free service to destinations all around downtown from Union Station (the renovated train station which features shops and restaurants) to St. Louis Centre (shopping), the Riverfront and Laclede's Landing.

For more information about St. Louis and scheduled events, write to:
St. Louis Convention & Visitors Commission, 10 South Broadway, Suite 300, St. Louis, MO 63102.

DON'T IGNORE OPEs. THEY CAN PREDICT.

OPEs are Other People's Expectations. Career decisions are heavily influenced by how other people expect someone to act. Most people are not aware of OPEs. If they were, they could take more constructive action to change them and improve their career futures.

OPEs emphasize prediction. Our new instrument, INSIGHT-OUT, captures OPEs about an individual in 8 leadership situations. This unusual insight goes beyond simple description in behavioral terms. It asks other people to predict.

INSIGHT-OUT pairs 8 pictures with 8 sets of interesting questions for each leadership situation. The instrument resembles a questionnaire completed about an individual by 4-5 managers, peers and/or employees. The combined expectations (OPEs) reveal what is typically never disclosed, explained or articulated. Nevertheless, OPEs are often self-fulfilling prophecies.

INSIGHT-OUT was recently developed by Melvin Sorcher, Ph.D., Joel Moses, Ph.D., and George Hollenbeck, Ph.D. For information, call or write:

INSIGHT-OUT ASSOCIATES
1055 King George Post Road
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New York	4/25/91	4/26/91
Greensboro	4/29/91	4/30/91
Chicago	5/20/91	5/21/91
Colorado Springs	6/03/91	6/04/91

To register or for more information, please call the CWO Workshop Coordinator at 800-627-7271, extension 5122.

Campbell Work Orientations workshops are sponsored by Professional Assessment Services, a division of National Computer Systems (NCS).



Society for Industrial and Organizational Psychology Entertainment Programs

Friday, April 26, and Saturday, April 27, 1991

MEET ME IN ST. LOUIS—Experience the excitement and diversity of St. Louis and all it has to offer.

Baseball—St. Louis Cardinals vs. Montreal Expos
Friday, April 26, 1991, and Saturday, April 27, 1991
7:35 p.m. game time

Catch the excitement of Cardinal Baseball! See first-hand at Busch Stadium why St. Louis is one of the best baseball cities in the country. Busch Stadium is a short walk from the Adam's Mark Hotel. Cost: \$9.50. Tickets subject to availability.

Mississippi Riverboat Dinner-Dance Cruise
Friday, April 26, 1991, 6:45 p.m.–10:00 p.m.

Experience the nostalgic charm of cruising the “Mighty Mississippi” and spectacular views of the St. Louis skyline during a two and a half hour cruise. Your voyage includes a delicious dinner and musical entertainment aboard an authentic paddlewheeler. A deluxe motorcoach will depart the Adam's Mark at 6:45 p.m. for a 7:30 p.m. departure. The ship returns at 10:00 p.m. Cost: \$38.50.

An Evening with the St. Louis Symphony
Saturday, April 27, 1991, 7:45 p.m.–11:00 p.m.

Enjoy one of St. Louis' treasures! The St. Louis Symphony under the direction of Leonard Slatkin is considered by many to be one of the premiere orchestras in the country. The program features Beethoven's Symphony No. 8 and Overture to King Stephen, and Ravel's Concerto in G Major. Deluxe roundtrip motorcoach transportation will be provided to Powell Hall in St. Louis' midtown theater district. Departing the Adam's Mark at 7:45 p.m. for an 8:30 p.m. concert. Cost: \$29.50. RESERVATIONS MUST BE RECEIVED BY MARCH 11. Tickets subject to availability.

Johnny Cash with June Carter Cash and the Carter Family
Saturday, April 27, 1991, 8:15 p.m.–11:30 p.m.

The Fabulous Fox Country Series presents the legendary Johnny Cash, appearing with June Carter Cash and the Carter Family in a night of “old-time” country music. A deluxe motorcoach will depart the Adam's Mark Hotel at 8:15 p.m. for the Fabulous Fox Theatre concert at 9:00 p.m. Cost: \$27.50. RESERVATIONS MUST BE RECEIVED BY MARCH 11, 1991. Tickets subject to availability.

Terms and Conditions: Destination St. Louis reserves the right to cancel any program if minimum numbers are not met. All payments will be refunded at the tour desk if a tour is sold out or DSL cancels a tour. DSL reserves the right to cancel an attraction that becomes unavailable for reasons beyond its control. Programs are NON-REFUNDABLE after April 12, 1991.

Detach and Return to: Destination St. Louis, Inc. • 11926 Clayton Road • St. Louis, MO 63131.

1991 SOCIETY FOR INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY ENTERTAINMENT PROGRAMS REGISTRATION FORM

Reservations must be received by **March 26, 1991.*** All pre-ordered tickets will be held for pickup at the Tour Desk at the Adam's Mark Hotel. If questions, call (314) 997-7676.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____ DAY PHONE _____

Friday, April 26 Mississippi Riverboat _____ @ \$38.50
 St. Louis Cardinal
 Baseball _____ @ \$ 9.50

Saturday, April 27 St. Louis Symphony* _____ @ \$29.50
 St. Louis Cardinal
 Baseball _____ @ \$ 9.50
 Johnny Cash* _____ @ \$27.50

Reservations due March 11, 1991.
My check is enclosed. Total remitted \$ _____.
Make checks payable to Destination St. Louis.

Sixth Annual Industrial/Organizational Psychology Doctoral Consortium

Greg Dobbins
University of Tennessee

Bob Vance
Pennsylvania State University

The Sixth Annual Industrial and Organizational Psychology Doctoral Consortium will be held on April 25th, 1991, the day before the SIOP Annual Conference. The consortium will be held in the Adam's Mark Hotel in St. Louis, the same site as the SIOP conference.

The consortium is designed for upper level graduate students who have completed most of their course work. Most students will be third and fourth year graduate students in I/O Psychology and O/B doctoral programs.

The consortium program is currently being finalized, but will include a list of impressive speakers. The consortium will include breakfast (followed by a speaker), lunch (followed by a speaker), two concurrent morning sessions, two concurrent afternoon sessions, and conclude with a panel discussion focusing on career development. Speakers are being selected based upon their contribution to the field and their ability to represent unique perspectives. The consortium will contain representatives from consulting companies, industry, government, and psychology and management departments.

Each Ph.D. program should have received information concerning registration procedures for the consortium. Please note that enrollment is limited to 50 students. We expect the 50 positions to be filled quickly and encourage you to apply as soon as possible.

If you need additional information about the consortium or registration materials, please contact either **Greg Dobbins, Department of Management, University of Tennessee, Knoxville, TN 37996**, or **Bob Vance, Center for Applied Behavioral Science, 205 Research Building D, Pennsylvania State University, University Park, PA 16802**.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS*

Sponsored by the Society for Industrial & Organizational Psychology, Inc.* and presented as part of the Sixth Annual Conference of The Society for Industrial and Organizational Psychology, Inc.

Thursday, April 25, 1991

**Adam's Mark Hotel
St. Louis, Missouri**

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*Society for Industrial & Organizational Psychology, Inc. is approved by the American Psychological Association to offer Category I continuing education for psychologists. The APA Approved Sponsor maintains responsibility for the program. This workshop is offered for seven (7) hours of continuing education credit.

WORKSHOPS

Adam's Mark Hotel
St. Louis, Missouri

Section 1 LEGISLATIVE UPDATE: EEO & EMPLOYMENT LAW—William W. Ruch and Keith M. Pyburn, Jr.

Section 2 STRATEGIC APPLICATIONS OF EMPLOYEE SURVEY RESEARCH—Walter Tornow and Jack Wiley

Section 3 INTEGRATED APPROACHES TO TOTAL QUALITY PROGRAMS—Alexander J. Kemp and Edward W. Bales

Section 4 SKILL TRAINING FOR TEAMS: ENSURING SUCCESS IN INTERDEPENDENT TASKS—Eduardo Salas, Carolyn Prince, and Janis A. Cannon-Bowers

Section 5 EFFECTIVELY IMPLEMENTING AND UTILIZING NEW TECHNOLOGY—Paul S. Goodman and James W. Dean, Jr.

Section 6 MANAGING DIVERSITY IN THE WORKFORCE—Marilyn Gowing and Lynn Offermann

Section 7 FLAWLESS CONSULTING—BEING AUTHENTIC IS RISKY (AND JUST GOOD) BUSINESS—Michael F. Cristiani

Section 8 DE-MYSTIFYING STATISTICS: GETTING A HANDLE ON RECENT ADVANCES IN STATISTICS AND DATA ANALYSIS—Kevin R. Murphy

Section 9 SELECTION AND VALIDITY RESEARCH: AN UPDATE—Wayne Cascio and Neal Schmitt

Section 10 EXECUTIVE SELECTION & DEVELOPMENT—Henry Goodstein and Ken Alvares

Section 11 CREATING HIGH-PERFORMANCE WORK TEAMS—Richard Guzzo and Richard Campbell

Section 12 LEGAL AND PSYCHOMETRIC CONCERN IN TESTING PERSONS WITH DISABILITIES—Mary Anne Nester and Magda Colberg

REGISTRATION PRE-CONFERENCE WORKSHOPS

NAME (Please Print) Ms. Mr. Dr. _____
Last _____ First _____ MI _____

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preference).

Section Number	Section Title
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3rd Choice:	_____
4th Choice:	_____
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Registration is by mail on a first-come, first-serve basis. Please note that advance mail registration will close on April 1, 1991. All registrations received after that date will be processed as on-site registrations.

Costs:

\$240—Members, Fellows, Student Affiliates of Society for Industrial and Organizational Psychology, Inc. (SIOP). (Division 14 of the American Psychological Association).

\$325—Members and Fellows of American Psychological Association (APA) or American Psychological Society (APS).

\$380—Non-members/Fellows of SIOP, APA, or APS.

* Fee includes: All registration materials, lunch, and social hour. Additional tickets for the social hour may be purchased at the door. The cost will be posted at the door or the social hour room.

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CANCELLATION POLICY: Workshop fees (less a \$60 administrative charge) will be refunded up to four weeks in advance of the workshop date. A 50% refund will be granted up to two weeks in advance of the workshop date. No refunds will be granted thereafter. All refunds will be made based on the date when the written request is received.

Workshop Schedule
April 25, 1991

Registration	8:15 a.m.- 9:00 a.m.
Morning Sessions	9:00 a.m.-12:30 p.m.
Lunch	12:30 p.m.- 1:30 p.m.
Afternoon Sessions	1:30 p.m.- 5:00 p.m.
Reception (Social Hour).....	5:30 p.m.- 7:30 p.m.

SECTION 1 (HALF DAY)
LEGISLATIVE UPDATE: EEO & EMPLOYMENT LAW

William W. Ruch
Psychological Services, Inc.

Keith M. Pyburn, Jr.
McCalla, Thompson, Pyburn,
and Ridley

Much of what I/O psychologists do in the area of employee testing and assessment is governed by EEO law. For 25 years, there has been an interplay of professional standards, statutory law, and case law from which various standards of practice are evolving. Practice in this field is not static but subject to political and social influences as well as new scientific findings. I/O psychologists must not only stay current with respect to the legislatures and the courts, but must also understand the underlying forces of change so that they may prepare for the future. The assessment procedure which we use today may be the subject of a cofurt battle in the next century.

This workshop is intended for I/O psychologists who are already familiar with basic employment law. The implications of new developments will be discussed and requirements for organizational compliance and defense will be addressed.

- The Americans with Disabilities Act of 1989 will have a far-ranging impact on testing practices and the need to accommodate disabilities, both in the testing and in the employment context.
- The long debate and negotiations surrounding the Civil Rights Act of 1990 provide an important framework within which assessment procedures should be evaluated.
- The use of the disparate impact analysis of subjective employment practices and the need to demonstrate the job-relatedness of these practices presents a new challenge to I/O psychologists.
- The National Academy of Science and the Equal Employment Opportunity Commission have again raised issues of the competing definitions of bias and fairness.
- Methods of transporting validity studies from one setting to another are being addressed in both the courts and the legislature.
- Issues involving honesty testing, drug testing and privacy are becoming increasingly important to I/O psychologists.

William W. Ruch is President of Psychological Services, Inc., a management consulting firm which specializes in the development and validation of tests and

other employee selection procedures. Mr. Ruch has testified as an expert witness or served as a consultant to attorneys in over 80 employment discrimination lawsuits. He has served in an advisory capacity to several policy-making organizations concerned with employment testing standards. He was a member of SIOP's advisory panel on the *Principles for the Validation and Use of Personnel Selection Procedures*, served on the Technical Advisory Committee on Testing for the California Fair Employment Practices Commission, and was a member of the liaison group to the National Academy of Science reporting on *Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery*.

Keith M. Pyburn, Jr. has practiced labor law since 1975. He is a founding partner in the New Orleans law firm of McCalla, Thompson, Pyburn, and Ridley. The firm represents management in all areas of labor relations and employment law. Mr. Pyburn routinely advises employers and other test users on the legality of their testing practices. Following graduation from Tulane Law School in 1974, he clerked for Chief Justice John Dixon of the Louisiana Supreme Court. Mr. Pyburn is a member of the Equal Employment Opportunity Law Committee of the American Bar Association's Labor and Employment Relations Law Section, and has published articles concerning practice before the EEOC. He is active in the Louisiana State Bar Association's Labor Law Section. Mr. Pyburn frequently makes presentations to various legal psychological groups concerning validation of employment selection systems.

Coordinator: **Anna Marie Valerio**, NYNEX Corporation

SECTION 2 (HALF DAY)
STRATEGIC APPLICATIONS OF EMPLOYEE SURVEY RESEARCH

Walter Tornow
Center for Creative Leadership

Jack Wiley
Gantz-Wiley Research
Consulting Group, Inc.

Historically, employee opinion surveys have measured how employees feel about their organizational environment, emphasizing primarily the effects of human resource policies, programs and practices. Examples of such traditional topics include: compensation, benefits, training, supervision, career development and job satisfaction. More recently, employee opinion survey research technology has been applied in different strategic directions, directions that are proving of great value to organizations. These strategic directions include the use of this technology to measure and influence important corporate initiatives such as: cultural change/values clarification, product & service quality, communication strategies, customer satisfaction, and barriers to organizational effectiveness.

Additionally, and as a way of maximizing their investment in employee opinion survey research, organizations have begun to address the linkage of employee opinion survey results to other key measurements such as: financial results and customer satisfaction. Furthermore, companies are incorporating program evaluation design into the planning and implementation of survey research. This enables them to evaluate the outcomes of important organizational interventions, such as the effectiveness of quality teams.

The purpose of this workshop is to introduce and further reinforce, based on the experience of the workshop presenters, the implementation of these new,

strategic directions of survey research within organizational settings, as well as to share data illustrating the above mentioned topics.

Walter Tornow is Vice-President of Research and Publications at the Center for Creative Leadership. Prior to that, he has extensive experience in industry. This included responsibility for survey research and strategic applications of human resource research programs in a cross-section of U.S. companies while at Business Advisors, Inc. He received his Ph.D. in organizational-industrial psychology from the University of Minnesota in 1970. He is a licensed consulting psychologist, is a Senior Professional in Human Resources (Human Resources Certification Institute), and has several years of graduate/business school teaching experience as a visiting professor.

Jack Wiley is President, Gantz-Wiley Research Consulting Group, Inc., a firm specializing in employee opinion surveys, customer satisfaction surveys, and customized research. Previously, he was Director of Organization Research at Control Data Business Advisors. He also has held personnel research positions at National Bank of Detroit and Ford Motor Company. He is a Licensed Consulting Psychologist, a Senior Professional in Human Resources (Human Resources Certification Institute), and has five years college teaching experience as an adjunct professor.

Coordinator: **Lise M. Saari**, The Boeing Company

SECTION 3 (HALF DAY) INTEGRATED APPROACHES TO TOTAL QUALITY PROGRAMS

Alexander J. Kemp
Baxter Healthcare Corporation

Edward W. Bales
Motorola University

As the Japanese continue to demonstrate that extremely high quality is attainable in an efficient and effective manner, American companies have begun to adopt integrated total quality programs to remain competitive in the global marketplace. Companies that attempt to integrate the technology, measurement, and process components of quality report extraordinary results.

This workshop will focus upon:

- Descriptions of quality models
 - Statistical Process Control
 - Deming
 - Juran
 - Crosby
 - Hybrids
 - Integrated
 - “Kaizen” as a way of life
- Strategies for introducing total quality programs, including strategies for various organizational levels.
- Reasons for implementing total quality programs.
- Implications for integration with other organizational systems and components.
- Phases of implementation
 - Internal (start-up, maintenance, maturity)
 - External (vendors, suppliers, customers)

- Criteria for individual, group, and corporate quality responsibilities and performance.
- Key roles for industrial/organizational psychologists.

The workshop will help participants develop an understanding of approaches to quality, how to integrate approaches, and how to design and implement total quality programs. Case examples from successful programs will be featured.

Alexander J. Kemp is Vice President of the Quality Leadership Process function for Baxter Healthcare Corporation, an eight billion dollar healthcare products and services company headquartered in Deerfield, Illinois. As a manager with experience in many of Baxter's technical areas, Mr. Kemp was part of the original staff of the Quality Leadership Process. He has been responsible for planning, developing, and implementing the process in operating groups worldwide. He continues to support those organizations through consultation with their senior management, educational guidance on quality improvement concepts and techniques and practical assistance to teams applying QLP methods to specific business opportunities. Mr. Kemp directs these activities through his staff of experienced managers from a broad range of business and technical backgrounds. Mr. Kemp joined Baxter in 1976 and has had a broad range of responsibilities over that time, including assignments in: product and process development, information processing, corporate industrial engineering, and cost development engineering. Before joining Baxter, Mr. Kemp was Industrial Engineer/Cost Accountant with Processed Plastic Company, Inc., of Montgomery, Illinois. In this capacity he set production standards, established line layouts and balance, developed product costs and performed cost variation analyses. Mr. Kemp holds a Master of Science degree in Industrial Engineering, and a B.B.A., both from the University of Iowa.

Edward W. Bales is the Director of Education—External Systems, Motorola University, where he is responsible for the development and implementation of corporate strategy for partnerships and educational systems, grades K through 16. Prior to this assignment, Mr. Bales managed corporate training design and development for Sales, Marketing, Engineering, Manufacturing, Management, and Custom Products on a global basis. Mr. Bales began his Motorola career in electrical engineering design and progressed through a variety of marketing, sales, and client service assignments. Mr. Bales holds a B.S. in Electrical Engineering from the Illinois Institute of Technology and an M.B.A. from the Illinois Institute of Technology and an M.B.A. from the University of Chicago.

Coordinator: **Sarah Henry**, Towers Perrin

SECTION 4 (HALF DAY) SKILL TRAINING FOR TEAMS: ENSURING SUCCESS IN INTERDEPENDENT TASKS

Eduardo Salas **Carolyn Prince** **Janis A. Cannon-Bowers**
Naval Training Systems Center

In today's environment, many tasks demand the integration of effort by several individuals—teamwork—for successful completion. A commonly asked question among managers, practitioners and researchers is: how can we enhance and maintain teamwork and team effectiveness? Training teamwork skills requires the in-

tegration of findings, methods, tools, and procedures drawn from organizational behavior, social psychology, human factors psychology, organizational design, industrial psychology and instructional design. This workshop will describe recent developments for enhancing teamwork, and will address: (a) team task and needs analysis methodology, (b) skill identification and development, (c) measures of team performance, (d) selecting training strategies, (e) program development, and (f) program evaluation. The workshop, following the scientist-practitioner approach, will also include demonstrations and practice cases, and will delineate research needs in this critical area.

Eduardo Salas is a Senior Research Psychologist in the Human Factors Division of the Naval Training Systems Center. He holds an M.S. in Industrial Psychology from the University of Central Florida and Ph.D. in Industrial/Organizational Psychology from Old Dominion University, Norfolk, VA. He is principle investigator for NTSC's R&D program on team training and performance, and project manager of an effort to develop aircrew coordination training for Navy and Marine pilots. As author or co-author of over 50 publications in the areas of training system design and human performance, Dr. Salas has conducted research in team and individual training design, training evaluation, job/task analysis, skill acquisition and personnel psychology. His most recent project responsibilities are as manager of an effort to develop and validate aircrew coordination training for the Navy and Marine Corps. He is also laboratory director for the Tactical Decision-Making Under Stress (TADMUS) project, which seeks to develop team building and simulation principles to improve tactical decision-making in low-intensity conflict situations.

Carolyn Prince is a Research Psychologist in the Human Factors Division of the Naval Training Systems Center. She holds an M.A. and Ph.D. in Industrial/Organizational Psychology from the University of South Florida, Tampa, FL. She has been involved in a variety of projects related to aviation training issues, including an evaluation in the effectiveness of flight simulator training. She has taken a major role in developing aircrew coordination training to be implemented with the new V-22 Osprey aircraft. She is the technical lead for development of undergraduate aviator flight coordination training, as well as flight coordination training for single seat communities. Her research interests include pilot performance and training, training system design and aircrew coordination issues. Prior to joining the government, Dr. Prince worked as a consultant in management selection and development.

Janis A. Cannon-Bowers is a Research Psychologist in the Human Factors Division of the Naval Training Systems Center. She holds an M.A. and Ph.D. in Industrial/Organizational Psychology from the University of South Florida, Tampa, FL. She has been involved in a number of research projects, including specification of training needs and design for aircrew coordination training, assessment of team training needs and interests include team training and performance, crew coordination training, training effectiveness, and tactical decision-making. Currently, Dr. Cannon-Bowers is co-principle investigator for the Tactical Decision-Making Under Stress (TADMUS) project, conducting research concerned with improving individual and team decision-making in the Navy tactical environment.

Coordinator: **Bill Grossnickle**, East Carolina University

SECTION 5 (HALF DAY) EFFECTIVELY IMPLEMENTING AND UTILIZING NEW TECHNOLOGY

Paul S. Goodman
Carnegie Mellon University

James W. Dean, Jr.
Penn State University

The introduction of new technology will continue to be a major strategic initiative to enhance organizational competitiveness. The rate of new technological introductions should increase rapidly in both manufacturing and office settings. One critical issue is whether technology will be successfully implemented and fully utilized over time. A cursory review of the literature would identify many opportunities where technology was introduced but not fully utilized.

The goal of this workshop is to help the participants assist their organizations in the implementation and utilization of new technology. Our view is that I/O psychologists can play an important role in assisting in technological change. The focus of the workshop is to provide concepts and tools to assist in this change process.

In our presentation, we will draw from cases and current research on implementing new technology. Also, we will design the format so that the participants can bring their experiences in technological change into the workshop.

Paul S. Goodman (Ph.D. Cornell University) is Professor of Industrial Administration and Psychology at the Graduate School of Industrial Administration, Carnegie Mellon University. His main research activities have focused on designing effective work groups, organizational change, and the impacts and implementation of new technology. He is director of the Center for the Management of Technology which does interdisciplinary university-company research on the management of technology.

James W. Dean, Jr. (Ph.D. Carnegie Mellon University) is Assistant Professor of Organizational Behavior at the Smeal College of Business Administration, Penn State University. His research interests include the implementation of advanced technologies, and their effects on competitive strategy, organization structure, job design, and human resource management practices. He is Associate Director of the Center for the Management of Technological and Organizational Change, which performs research on organizational issues related to advanced manufacturing practices, such as design for manufacturing and total quality, as well as advanced manufacturing technology.

Coordinator: **Ken Carson**, Arizona State University

SECTION 6 (HALF DAY) MANAGING DIVERSITY IN THE WORKFORCE

Marilyn K. Gowing
Office of Personnel Management

Lynn R. Offermann
George Washington University

The projected changes in the demographics of the workforce have been well documented for both the public and the private sectors. Industrial/Organizational (I/O) Psychologists can play a major role in assisting their employers in monitoring the effects of these changing demographics in terms of the quality of employees attracted and retained and the quality of the products and services provided by the organization to its customers. I/O Psychologists can also assist

employers in developing programs to manage this new, diversified workforce successfully. Many new programs, such as job sharing, flexiplace or telecommuting, and school/work transitional initiatives, will help employers to stay competitive in a market characterized by decreasing human resources.

At the conclusion of the workshop, participants will:

- Know the trends in changing demographics;
- Be familiar with some of the types of measures being used to assess the changes in quality of their employees and the products and services they provide;
- Know some of the types of programs being introduced to make organizations competitive including flexiplace or telecommuting, job sharing, school/work transitional initiatives, and basic skills/literacy assessment.

Marilyn K. Gowing is Assistant Director for Personnel Research and Development with the Office of Personnel Management in Washington, D.C. Prior to joining the Federal Government as a member of the Senior Executive Service, Dr. Gowing worked in a variety of organizations including research organizations, professional associations, consulting firms and a large accounting firm. Dr. Gowing and Dr. Offermann served as Co-Editors for the February 1990 issue of the *American Psychologist* on Organizational Psychology and co-authored the lead article entitled, "Organizations of the Future: Changes and Challenges."

Lynn R. Offermann is Associate Professor of Industrial and Organizational Psychology at George Washington University. She has published a number of articles on leadership in organizations. In addition to her research and publications, she has consulted with a variety of public and private sector organizations on leadership and team development.

Coordinator: **Kenneth P. De Meuse**, University of Wisconsin

SECTION 7 (HALF DAY)
FLAWLESS CONSULTING:
BEING AUTHENTIC IS RISKY (AND JUST GOOD) BUSINESS

Michael F. Cristiani
McDonnell Douglas

Ineffective consulting relationships are frustrating to everyone involved. Clients don't get what they want, and consultants, whether internal or external, don't get their expertise used. Based on the work of Peter Block, this session will review the skills and models which solve this problem. Specifically, participants will identify skills which lead to:

- Establishing more of a partnership role with clients
- Avoiding no-win consulting situations
- Increasing client commitment and trust

The session will explore the alternative role options available to consultants and the goals and values underlying each orientation. Specific consulting skills will be defined with an emphasis on those intangibles that often do make or break a consulting engagement. An outline of the phases in the consulting process and a model for negotiating a viable working agreement with a client will be presented.

Lastly, the nature of client resistance and specific steps for dealing with it will be offered.

The values and principles will be illustrated by real life examples taken from first-hand experiences in a variety of companies with both successes and "learning opportunities." Participants will be asked to apply their learnings to back home situations. They will come away with an increased understanding of their personal power to effect change in their organizations and to get their expertise utilized.

Michael F. Cristiani is currently Consultant Staff Manager, Organization Development, in a laser and electronic systems division of McDonnell Douglas. His involvement emphasizes total quality management through high performance teams and organization change. Prior to joining McDonnell Douglas in 1984, Dr. Cristiani was Associate Director, Research and Development, with Psychological Associates. His doctorate is in Counseling Psychology from Indiana University. Besides applying the skills himself, he has taught over 200 consultants in his own company and co-taught consulting skills with Peter Block.

Coordinators: **Georgia T. Chao**, Michigan State University; **Scott I. Tannenbaum**, State University of New York-Albany

SECTION 8 (HALF DAY)
DE-MYSTIFYING STATISTICS: GETTING A HANDLE ON RECENT ADVANCES IN STATISTICS AND DATA ANALYSIS

Kevin R. Murphy
Colorado State University

This workshop provides a non-mathematical overview of developments in statistics and data analysis over the last ten to fifteen years that are likely to be relevant to the work of an I/O psychologist. Such topics include power analysis, confirmatory factor analysis, structural modeling, and log-linear models for categorical data. Relevant developments in analyzing tests via Item Response Theory (IRT) will also be presented. The focus of this workshop is on understanding the concepts that underlie these techniques, and the ways in which these methods might be used to solve practical problems. The emphasis here is not on the mathematics or statistical detail, but rather on learning how and why these techniques work, and what they can or cannot tell you. The workshop does not require or involve calculus, matrix algebra, or any advanced knowledge of mathematics or statistics. This is a "user-friendly" workshop.

The objective of this workshop is to help participants understand research that employs these methods of analysis. A second objective is to give participants a clear understanding of the strengths and weaknesses of these methods.

Kevin R. Murphy is a Professor of Psychology at Colorado State University. He has published numerous articles and books on performance appraisal, judgment, and psychological testing. He currently serves on the editorial boards of *Journal of Applied Psychology*, *Personnel Psychology*, and *Human Performance*.

Coordinator: **Ronald A. Ash**, University of Kansas

SECTION 9 (HALF DAY)
SELECTION AND VALIDITY RESEARCH: AN UPDATE

Wayne Cascio
University of Colorado

Neal Schmitt
Michigan State University

This workshop will focus on recent research and writing in five areas related to personnel selection research. First, we will talk of various methods of linking selection decisions to strategic business objectives. Second, we will describe methods of job analysis directed to strengthening the linkages that are necessary to develop a content-valid selection procedure. Developments related to an understanding of construct validity of performance and predictor measures will be outlined. In this context, we will also discuss new developments in validity generalization and bio-data research. Finally, the use of various methods to make selection decisions and their implications for tradeoffs between organizational productivity and societal goals will be explored. In all five areas, we expect that the audience will be fully involved in our discussion.

Wayne F. Cascio holds a B.A. degree from Holy Cross College, an M.A. from Emory University, and a Ph.D. in industrial and organizational psychology from the University of Rochester. Currently he is professor of management and director of the Center for Research on Competitiveness at the University of Colorado at Denver. He has taught at Florida International University, the University of California at Berkeley, the University of Hawaii, and the University of St. Gallen, Switzerland. During academic year 1987-1988 he was a visiting scholar at the Wharton School of the University of Pennsylvania, and in 1988 he received the Distinguished Faculty award from the Personnel/Human Resources Division of the Academy of Management. He has authored or edited five texts in human resource management. Current and past editorial board memberships include the *Journal of Applied Psychology*, the *Academy of Management Review*, *Human Performance*, *Asia-Pacific HRM*, and *Organizational Dynamics*.

Neal Schmitt is a Professor of Psychology and Management at Michigan State University. He has published papers on various aspects of selection research including job analysis, content and construct validation, assessment centers, test fairness, and the development of selection instruments. He is co-author (with Ben Schneider) of *Staffing Organizations and Research Methods in Human Resource Management* (with Rich Klimoski). He co-chaired the committee that wrote the last version of SIOP's *Principles*. He is a Fellow and Past-President of SIOP and is currently Editor of the *Journal of Applied Psychology*. At the present, he is doing test development and validation research for several organizations.

Coordinator: **T. Craig Williams**, Burroughs Wellcome Co.

SECTION 10 (HALF DAY)
EXECUTIVE SELECTION & DEVELOPMENT

Henry Goodstein
Cole Taylor Bank

Ken Alvares
Nichols Institute

Today's corporations are placing an ever-increasing emphasis on ensuring that their current and future key managers possess "the right stuff"—those attributes that will enable their organizations to not only achieve their business goals, but also to gain a competitive edge. Nearly every major company has some system, ranging from very informal to structured and involved, to help them obtain that edge in key management talent. This workshop will provide an overview of the selection, development, and succession planning programs currently in use at several successful major corporations. Emphasis will also be placed on a review of recent research that examines the factors related to success, failure, or derailment at top management positions.

Henry Goodstein is currently Group Executive—Human Resources and Organizational Development of Cole Taylor Bank of Wheeling, Illinois. Henry is responsible for personnel administration, internal consulting and the planning process. Henry is a director of the Human Resource Planning Society and is a member of its Professional Development Committee. Henry formerly was Senior Vice President at BMR, Inc., an Atlanta-based consulting firm and prior to that was Vice President and Director of Human Resource Planning and Development for Third National Bank in Nashville.

Ken Alvares is currently Vice President of Human Resources at the Nichols Institute, a medical diagnostic firm based in San Juan Capistrano, California. In his position, Ken has responsibility for all aspects of human resource administration, including the selection, development, and succession planning for key managers. Previously, Ken was Vice President of Personnel at Frito-Lay in Dallas, Texas, where he had responsibility for all aspects of management development. Additionally, Ken was Professor of Psychology and the head of the I/O Psychology Program at Bowling Green State University.

Coordinator: **Peter Uher**, Development Dimensions International.

SECTION 11 (HALF DAY)
CREATING HIGH PERFORMANCE WORK TEAMS

Richard Guzzo
University of Maryland

Richard Campbell
New York University

Increasingly organizations are relying on teams to get work done. These teams take many forms, from permanent work groups to temporary task forces, and they appear at all levels. The effectiveness of such teams is an important ingredient in overall organizational success.

This workshop will address the conditions that enhance team effectiveness. Because the focus is on the management of the *context* in which groups work, the workshop does not deal with traditional team-building concerns of overcoming problematic relations among members.

The workshop begins with a brief look at the evolution of practice and theory regarding groups in organizations. Then, the creation of high-performance teams through the management of the organization context is addressed. Issues include:

- Incentive and reward practices
- The impact of leaders
- Providing resources to teams
- Conditions that promote team-based potency

The workshop is designed for people concerned with the application of theory and research to improve work group effectiveness. Specific examples of teams-in-context will be presented and discussed. Participants also will work together to diagnose organizational contexts and devise strategies for improving team effectiveness.

Richard A. Guzzo received his Ph.D. from Yale University in 1979. He was on the faculties of McGill University and New York University before joining the University of Maryland in 1989. He has published extensively on productivity improvement and group effectiveness.

Richard J. Campbell is professor of psychology at New York University. After receiving his Ph.D. from Ohio State in 1960, he worked for several years at General Motors, then moved on to AT&T. He joined the NYU faculty in 1987. He has published on the identification and development of managerial talent and productivity. Both he and Richard A. Guzzo are members of Campbell & Guzzo, Inc., a firm engaged in management research and consulting.

Coordinator: **Ira T. Kaplan**, Hofstra University

SECTION 12 (HALF DAY)

LEGAL AND PSYCHOMETRIC CONCERNNS IN TESTING PERSONS WITH DISABILITIES

Mary Anne Nester **Magda Colberg**
U.S. Office of Personnel Management

The passage of the Americans with Disabilities Act of 1990 has led to increased interest in the development of appropriate methodologies for testing persons with disabilities. This workshop will provide a comprehensive introduction to this topic by psychologists who have hands-on experience. Both the theoretical and the practical aspects of test accommodation will be discussed. The major areas covered by the workshop will be:

1. Reasonable accommodations needed to test persons with disabilities.
2. Psychometric concerns when testing persons with disabilities, including the most recent evidence on the reliability and validity of modified tests.
3. Legal requirements (e.g., Americans with Disabilities Act of 1990, Rehabilitation Act of 1973) and relevant court cases.
4. Impact of APA Standards and SIOP Principles on the testing of persons with disabilities.

5. Documentation that should be kept by test users when reasonable accommodations are made.

Magda Colberg is the Chief of the Testing Research and Applications Division at the U.S. Office of Personnel Management and **Mary Anne Nester** is a personnel research psychologist in that Division, which is responsible for the federal government's centralized program of employment selection tests. Both Dr. Colberg and Dr. Nester have worked in the federal testing program for 17 years, during which time they developed accommodated versions of several major tests, including the Professional and Administrative Career Examination and most recently the Administrative Careers with America examinations. In addition, the system of Logic-Based Measurement which they developed has many applications in the area of testing persons with disabilities.

Coordinator: **Lance Seberhagen**, Seberhagen & Associates.

■	Journal of Occupational Psychology	■
□	Contents of Volume 63, Part 3, 1990	□
■	The measurement of well-being and other aspects of mental health — <i>P. Warr</i>	■
■	Assessment centre dimensions, personality and aptitudes — <i>B. Crawley, R. Pinder & P. Herriot</i>	■
■	The impact of health habits and life-style on the stressor-strain relationship: An evaluation of three industries — <i>B. D. Steffy, J. W. Jones & A. Wiggins Noe</i>	■
□	Gender differences in job attribute preferences: Work - home role conflict and job level as mediating variables — <i>U. J. Wiersma</i>	□
□	Building organizational commitment: A multifirm study — <i>D. F. Caldwell, J. A. Charman & C. A. O'Reilly</i>	□
■	Clarification and correction of Steiner & Truxillo's (1989) improved test of the disaggregation hypothesis — <i>D. D. Steiner</i>	□
■	Central tendency and its impact on three SDY procedures: A case study — <i>M. R. Barrick, G. V. Barrett, D. Deverspike, S. J. Robison & L. L. Grubbs</i>	□
■	The <i>Journal of Occupational Psychology</i> (ISSN 0305-8107) is published four times a year and edited by Dr Michael West (University of Sheffield). The price of volume 63 (1990) is £64 (US\$119.00).	■
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Licensure and I/O Psychology: A Primer

Donald L. Fischer

Should I seek a license? What does it take to get licensed? What might happen if I don't? In view of the fact that approximately 40% of SIOP members are licensed, these are questions of interest to many I/O psychologists. This article provides some general information about licensure and the regulation of psychology that is pertinent to these questions. This article also contains information related to questions that are often asked after the initial inquiries regarding licensure have been answered, i.e., how were these requirements established and what can I do to get them changed?

STATE LAWS

At the most basic level, psychology is regulated by state legislatures through the enactment of licensure laws. While the licensure laws for no two states are exactly alike, all the laws contain sections that address several basic issues. These issues include (a) definitions, limitations and exemptions (who and what is the law supposed to regulate?), (b) requirements (who can be licensed and what does it take?), and (c) administration and amendment (how is the law enforced and changed?).

Definitions—*What do licensure laws try to regulate?*

Many of the early licensure laws were "title acts" in that they primarily restricted the use of terms (e.g., calling oneself a "psychologist" or referring to the services one provides as "psychological"). More recently enacted licensure laws tend to be "practice acts" in that they restrict the provision of services (e.g., engaging in "the practice of psychology"). The practice of psychology is typically defined in the most broad, inclusive terms: "the observation, description, evaluation, interpretation and modification of human behavior . . . using psychological principles, methods, and procedures . . . for the purposes of enhancing interpersonal relationships . . . work adjustment . . . personal effectiveness . . ." (RSMo 337, State of Missouri, 1989). Specifically mentioned activities typically include psychological testing and the assessment or evaluation of personality characteristics, mental abilities, interests, aptitudes, emotions, and motivation (e.g., ORC 4732, State of Ohio, 1976; MS 148.89, State of Minnesota, 1986). A recent survey of licensure boards indicated

(Editor's Note: Developed for the State Affairs Committee of the Society for Industrial/Organizational Psychology.)

that over half of the respondents (24 of 42) self-reported their laws were either "primarily a practice law" or "both a title and a practice law" (AASPB, 1990).

Some I/O activities that arguably fall within the domain of most definitions of psychological practice include personnel testing and individual assessment for selection and promotion purposes; designing, conducting or evaluating training programs for effective supervision, leadership, or team-building purposes; developing and administering satisfaction and performance measures for management information systems or survey-feedback programs for organizational development purposes; designing and implementing outplacement programs and career development programs for downsizing or retrenchment efforts.

In addition, most licensure laws do not elaborate upon the broad definition of psychology by describing types of practice or areas of specialization and, as such, are called "generic acts." That is, individuals who engage in the practice of psychology (as broadly defined) are required to be licensed unless they are specifically exempted. It is interesting to note that the few states which do recognize alternative areas of specialization and license individuals for specific types of practice usually have a "generic act" coupled with "specialty administrative rules" (which are developed by state boards under their authority to administer the law; see the "Administrative rules" section below). You can determine the specific nature of the licensure law in your state by contacting your state board. The addresses and telephone numbers for all state boards can be found in APA's annual report which is regularly published in the July issue of the *American Psychologist*. Alternatively, you might contact the SIOP State Affairs Subcommittee chair who is responsible for your state. These individuals are listed at the end of this article.

Exemptions and Limitations of Practice—Who does and who doesn't need a license?

All licensure laws allow some individuals to practice psychology without being licensed. Exempted individuals usually fall into one of three categories: (a) members of other professions (e.g., physicians, attorneys, clergy) who are typically licensed and regulated by other state laws; (b) individuals under a licensed psychologist's supervision (e.g., students, interns, and assistants); and (c) individuals employed in select settings (e.g., those solely engaged in teaching/research, or those exclusively providing services to an organization).

By virtue of their employment, many I/O psychologists are sheltered from licensure by either the "academic" or "organizational" exemption. However, there is considerable variance in licensure laws regarding

situational exemptions (not all states exempt all I/O activities in all academic or organizational settings), and situational exemptions have been aggressively attacked by those seeking to amend licensure laws (health care providers and state psychological associations).

In addition, most licensure acts require psychologists to limit their practice to demonstrated areas of professional competence. Sometimes "competence" is specifically defined in terms of education, training, experience, or examination (usually by administrative rule; see below). However, "competence" is often left open to interpretation and ultimately defined on a case-by-case basis by individuals in their practice or on their jobs, and by the state board or other enforcement agency in response to complaints/charges filed by aggrieved parties. Again, you can check with the licensure board in your state to determine what exemptions or limitations might apply in your specific case.

Requirements for Licensure—What does it take to get licensed?

Although requirements vary from state to state, licensure laws typically stipulate successful completion of some type of education, experience, and examination. In addition, requirements in these three areas are typically hierarchically organized; i.e., in order to sit for the examination one must have met both the education and experience requirements, and in order to obtain appropriate experience one must have met certain education requirements.

Education requirements. With the exception of "grandfather clauses" for individuals trained before current law took effect, licensure acts require a doctoral degree. Like the definition of the "practice of psychology," licensure laws usually describe educational requirements in general terms and allow for more specific definitions to be made by state boards through administrative rule. Efforts are being made by some to amend licensure laws to include more specific language regarding the type of degree program the doctoral education involves (e.g., APA, 1987). Some states already require the doctoral degree be from an APA accredited program, an AASPB (American Association of State Psychology Boards) recognized program, or one which meets the joint AASPB-NR standards (e.g., Missouri). These laws tend to exclude individuals with doctoral degrees from departments other than psychology (e.g., Business), and those with degree programs in non-health care areas (e.g., I/O).

Experience requirements. Most licensure laws currently require at least one year of post-degree supervised experience, usually under a licensed psychologist, before one can sit for the examination. Again, this requirement is usually described in general terms by law, and more specifically defined in administrative rule by state boards. And, again, there is a cur-

rent trend to amend state laws to include language that specifies the type of experience required (e.g., APA approved pre-doctoral internships, post-degree experience in an organized health care setting under the supervision of a licensed psychologist in accord with AASPB standards, etc.). It is probably true that, in the past, experience requirements have posed major obstacles for many I/O psychologists seeking licensure.

Examination requirements. Most laws require individuals take the national licensure exam (Examination for Professional Practice in Psychology or EPPP) which was developed by AASPB to test for competence in five broad areas (assessment and diagnosis, intervention, research, professional ethics, and organizational applications). States differ in terms of what constitutes a passing score on the exam, but these are usually specified by administrative rule. In addition, many states also require individuals pass oral and/or written exams (typically developed and administered by the state board) covering jurisprudence and ethical conduct issues. Again, these exams often reflect issues relevant to health care providers that are rarely (if ever) encountered by I/O psychologists. Nevertheless, it is probably true that I/O psychologists have historically done well relative to those with other areas of specialization on the national exam, if not on the board-developed exams as well. In a recent survey of state licensing boards, out of the 111 I/O applicants the boards deemed qualified to sit for exams, none failed the EPPP and only 4 failed the oral exams (AASPB, 1990).

Administration and Amendment—How are licensure laws enforced and changed?

Most licensure laws establish penalties (a suspension/revocation of license, a class A misdemeanor, etc.) for violations of its provisions (unethical conduct, practicing without a license, etc.). The penalties depend upon the violation and vary from state to state, but the penalties for most offenses (e.g., practicing without a license) usually involve non-jail consequences for the first offense (e.g., a restraining order and/or a fine).

Most laws create a state agency (a psychology licensure board) and charge it with administering some, if not most, aspects of the licensure law. In conjunction with its administrative charge state boards are usually given some power (a) to promulgate rules and regulations necessary to implement the law, and (b) to make decisions and adjudicate individual cases involving rule compliance. Administrative rules vary widely from state to state, but they typically fall within two categories: those involving requirements and procedures for obtaining licensure, and those involving ethical codes of conduct and standards for service providers (see below). As with the requirements for licensure, some laws include

specific codes of conduct while other laws vest authority to establish these in the state board. Similarly, the decision making and adjudication/enforcement power given to state boards varies from state to state. Some laws empower boards to hold hearings and issue injunctions, while others limit boards to informal investigations and referring probable cause findings to other state agencies (e.g., the state attorney general's office, which may or may not file suit in a state court). In any case, state board decisions involving its administrative function can be appealed to other state agencies (i.e., state courts)—and they often are. As stated above, you can contact your state board to determine what specific provisions and procedures apply in your case.

Licensure laws are changed by enacting new legislation or by sunsetting provisions built into the original acts. The process by which new legislation is enacted will not be described here, other than to state that it is typically a long and costly process which involves educating and convincing legislators, usually through major lobbying efforts and active involvement in political campaigns. Administrative rules, on the other hand, are more easily changed (see below) and often only involves persuading a majority of state licensure board members. Sunsetting provisions require legislatures to re-enact the licensure law by a specified date or the law ceases to exist. Sunsetting requires legislation be reconsidered according to a fixed schedule, and it is typically the time when those who want to change some aspect(s) of the law concentrate their efforts.

STATE BOARDS

As described above, state psychology boards are authorized to promulgate administrative rules and to adjudicate individual cases involving rule compliance. With respect to rules, those involving licensure requirements are probably of most interest to I/O psychologists. With respect to adjudication and enforcement, decisions involving exemptions and limitation of practice are probably of most interest to I/O psychologists.

Administrative Rules Involving Licensure Requirements—The gatekeeping function.

State boards promulgate administrative rules that elaborate upon, or in some cases establish specifically how the education, experience, and examination requirements for licensure may be met. The procedures by which administrative rules are promulgated vary from state to state, but many procedures are “swift and certain.” Some boards are only required to publish new/revised rules 30 days before they become effective, at which time they can only be changed by the board itself, or through an appeal process (usually in a state court). Some states have administrative

review structures and others require licensure boards to hold public hearings, but most state boards have broad powers to promulgate rules consistent with their laws.

Education rules. Most state boards maintain active membership in the AASPB (American Association of State Psychology Boards) and have adopted the AASPB Guidelines for Defining a Doctoral Degree in Psychology (AASPB, 1986). These guidelines (which are currently under revision) require the doctoral degree be from an APA accredited program or a psychology program which included specific coursework in professional ethics and standards, research design and methodology, statistics and psychometrics, four "substantive areas" (the biological, cognitive-affective, social bases of behavior, and individual differences), and coursework in "specialty areas." In addition to formal coursework, the AASPB guidelines require supervised practicum and field experience, and that the program be provided by an institution that meets several administrative/organizational criteria. As indicated above, not all I/O psychologists' degrees meet these criteria. Further, APA has endorsed the proposition that by 1995, all states should require applicants for licensure to have doctoral degrees from APA accredited programs (APA, 1987). Since APA does not at present accredit doctoral programs in I/O psychology, this would obviously pose problems for I/O psychologists seeking licensure.

Experience rules. As with administrative rules defining education requirements, many state boards have adopted the AASPB guidelines defining supervised experience requirements (AASPB, 1986). These criteria reflect a health care model designed for clinical/counseling internship training programs (e.g., "training in a range of assessment and treatment activities conducted directly with clients . . . under the supervision of a licensed psychologist"), and they incorporate little (if any) activity pertinent to the practice of I/O psychology in any setting. As interest groups in national and state psychological associations seek to acquire hospital admission and prescription drug privileges under their licensure laws (Tanney, 1983; MoPA, 1990), there is growing pressure to tighten education and experience rules so that they strictly adhere to a narrowly defined health care model (e.g., APA-approved predoctoral internship and post-degree supervised experience in an organized health care training program). Under the generic licensure laws in some states, efforts like these have made it virtually impossible for any I/O psychologist to be licensed (e.g., Michigan, Illinois).

Examination rules. Most state boards have promulgated rules which require one to achieve a passing score on the EPPP (the national exam developed by AASPB). Again, states vary considerably in terms of what constitutes a passing score (e.g., a score above the mean of those taking

the test for the first time on that date, 70% of the items correct, etc.). Perhaps of greater concern to I/O psychologists seeking licensure are the oral and written jurisprudence and ethical conduct exams, which are often developed and administered by state boards themselves. As is often the case with other board rules, board-developed exams can reflect issues that are irrelevant to I/O practice and typically absent from traditional I/O training. Again, you can contact your licensure board to determine the specific education, experience, and examination requirements in your state.

Administrative Decisions and Hearings—*The enforcement function.*

In most states, when a state board decides that an applicant is "non-compliant" with its requirements for licensure (according to either law or rule), the person is apprised of his/her "deficiencies" and given an opportunity to respond. This usually involves challenging the decision (appealing the decision to the board or higher state authority), or "correcting the deficiencies" (obtaining additional education and experience, or retaking the exam). The fact that few state boards have an I/O psychologist as a member, coupled with the manifest health care bias described above, often means that appeals can become long, arduous, futile efforts.

With respect to board hearings involving the adjudication of other violations (practice without a license, malfeasance, unethical conduct, etc.), I/O psychologists have not apparently suffered any special problems. In most states the psychology boards have not aggressively pursued practice-without-a-license cases that do not involve the delivery of health care services. However, as exemptions are eliminated from licensure laws and administrative rules become more restrictive in their definition of education and experience (e.g., Missouri, Michigan, Illinois), and as state boards more vigorously pursue violations of law and administrative rule, non-health care providers (I/O psychologists) may become targets.

PROFESSIONAL ASSOCIATIONS

The final issues to be considered have to do with legislative advocacy, political action, and influence. How do licensure laws and administrative rules get enacted and amended? How do members of state psychology boards get appointed? Answers to these questions provide avenues through which interested I/O psychologists might monitor and influence licensure laws and administrative rules to our collective benefit.

State Associations—*Legislative advocacy and political action.*

Historically there has been a close relationship between state psychological associations and changes in licensure laws or ad-

ministrative rules. Efforts to amend licensure laws often originate in constituent elements of state associations, as do the subsequent activities of (a) drafting the legislation and building support within the "professional community," (b) finding legislators willing to introduce and sponsor the legislation, (c) building broad support for the legislation by organizing grassroots legislative action networks to personally contact legislators and contribute both time and money to their political campaigns, (d) forging alliances with other professional organizations and supporting their legislation, and (e) defending against hostile amendments promoted by antagonistic forces (typically the insurance lobby and other professional groups).

Similarly, appointments to state boards are often influenced by state associations either through a formal nomination process written into the licensure law which requires the executive office charged with making the appointments to solicit nominees from the association (e.g., Missouri), or through informal political channels cultivated through years of sustained political activity and lobbying for legislation. This link between state psychological associations and state boards often means that the state boards are more amenable to changes in administrative rules if they emanate from the state association. And it often means that prospective changes in rules are shared with state association groups for review and feedback during the formative stages long before they are disseminated to the public and become effective.

Although there are other "players" in the field (e.g., other state agencies and national associations), state psychological associations are the primary sources of efforts to amend licensure laws/rules, and to resist attempts by others to change such laws/rules. Since state psychological associations play a major role in the legislative and political activities related to licensure, it is important to know about the structure of state associations and the mechanisms by which they effect these activities. While some state associations may have become monolithic organizations dominated by a single group with interests that are narrowly focused, most state associations are designed to be pluralistic structures capable of incorporating diverse interests within the psychological community.

Interest groups. State associations are usually organized into chapters composed of members within a common geographic region (e.g., major metropolitan areas), and/or divisions composed of members with common professional interests related to areas of specialization or employment setting (e.g., clinical, school, I/O, public service, private practice, etc.). In addition there are typically many committees/task forces charged with specific activities that focus upon a range of issues (e.g., legislative affairs, insurance, conventions, political action (PAC's),

liaison with state boards/agencies, etc.). These interest groups (chapters, divisions, committees/task forces) are often the springboards for political and legislative activity within state associations. Members within an interest group rally around an issue (hospital privileges, prescription drug privileges, licensure of I/O psychologists) and work to bring association resources to bear on changing the relevant laws/rules.

One way that interested I/O psychologists can influence licensure laws and administrative rules is by joining their state associations and becoming active members of appropriate interest groups (i.e., the I/O division). If no such interest group currently exists, the by-laws for most state associations provide a mechanism by which one might be established. Active involvement in the state association is probably the most effective way to monitor prospective changes in licensure laws/rules before they take effect (i.e., movements to amend laws/rules often surface early in state association meetings), and it is also probably the most effective way to modify any changes that pose obstacles for I/O psychologists seeking licensure. The problem of inappropriate obstacles to the licensure of I/O psychologists (i.e., the ubiquitous application of health-care standards) can often be traced to the lack of active participation by *any* I/O psychologists in the state associations during the time the obstacles were developed and implemented. One need not be an elected official nor an appointed committee chair to have considerable influence in shaping state association policy and legislative activity; one only need be willing to spend the time and money active involvement requires (which may not be trivial for some). On the other hand, some of us have been surprised at how easily one can be elected to office or appointed to chair a committee in a state association, and attain a position with some formal policy making power (Burger, 1988).

National Associations—Models, guidelines and standards.

Historically, some national professional organizations have played a significant role in shaping licensure laws and administrative rules. Both APA and AASP have provided detailed models for state associations and state boards to use when constructing licensure laws/rules. These models range from comprehensive documents describing entire laws (e.g., APA Model Act, 1987), to focused documents that address specific components of laws/rules (e.g., codes of conduct and APA's Ethical Principles, 1990; General Guidelines for Providers of Psychological Services, 1987; Specialty Guidelines, 1981). Both APA and AASP have provided state boards with standards for defining education, training, experience, and examination requirements. For example, APA accredits doctoral degree programs and pre-doctoral internships, and is advocating that all state laws require applicants to have completed APA-

accredited programs by 1995 (APA, 1987). Similarly, AASPB has published Guidelines for Defining Doctoral Degrees in Psychology (AASPB, 1986), and Guidelines for Defining Supervised Experience (AASPB, 1986).

It warrants mention that not all psychologists are satisfied with the models and standards provided by APA and AASPB, and the influence these have had upon licensure laws/rules. In particular, some in the Council of Graduate Departments of Psychology (COGDOP), many of whom are affiliated with APS, dislike the extent to which educational curricula are influenced by the accreditation standards and training guidelines developed by groups primarily concerned with practice issues. In response to COGDOP and other groups (e.g., SIOP, CAMPP, etc.) APS may join APA and AASPB in issuing models, standards, and guidelines defining education and experience requirements for licensure sometime in the future.

Just as the link between state associations and state boards has resulted in many board appointments coming from state associations, the link between APA and state associations has resulted in a similar relationship. Even though there is no compelling reason for state associations and state boards to adopt APA or AASPB standards, overlap between the leadership of state associations and select APA committees, boards, and directorates has created an avenue of influence which, in the past, has been substantial. It is important to recognize, however, that national associations have no direct power to change licensure laws/rules; their power derives from their influence with state association and state board members, and has a lot to do with the extent to which state association and state board members participate in and identify with select APA and AASPB committees, boards, and directorates. In addition, APA's Practice Directorate has a history of granting considerable sums of money to state associations for legislative (and other) activities. This assistance, which is funded by the APA Special Assessment levied on licensed psychologists, is designated for legislative advocacy and marketing, and primarily focuses on issues of interest to health-care providers. Although state associations don't have to agree to promote APA policy in order to receive assistance, the fact the money is controlled by APA provides it with some additional influence.

Although it is indirect, one way I/O psychologists might influence licensure laws/rules is through the models, standards, and guidelines developed by APA and AASPB (and potentially APS/COGDOP). These documents are virtually under continuous review and revision by the committees charged with their development. However, unlike state associations where the price of influence is often no more than the cost of membership and the willingness to volunteer time to serve, participation

on APA committees, boards, and directorates is often more restrictive. Nevertheless, divisions and interest groups within APA are often invited to participate during the formative stage, and SIOP has a history of such involvement. The effectiveness of this avenue of influence depends upon the individual (i.e., his/her persuasive ability) and the guidance provided by the sponsoring group (i.e., a division's formal policy or position statements). SIOP has developed policies regarding licensure which, like APA models, standards and guidelines, undergo periodic review and revision. These positions and the groups which influence their development are considered next.

SIOP and Licensure Policy—*The past, present, and future.*

The Executive Committee (EC) "makes policy and action decisions by majority vote . . . with the chairs of standing committees participating fully in the meetings, except that they have no vote" (SIOP Administrative Manual, 1988). Three SIOP committees have charges that relate to licensure laws/rules and consequently have some role in the formulation of relevant SIOP policy; these are State Affairs (SA), Professional Affairs (PA), and Education and Training (ET). A final way that interested I/O psychologists may influence licensure law/rules is by volunteering to serve on these SIOP committees or getting elected to SIOP office.

State Affairs. SA is charged with "concerning itself with matters affecting the practice of psychology as governed by state laws and licensing boards and as influenced by state psychological associations" (SIOP, 1988). SA has, in the past, attempted to establish and maintain a network of contacts in states with larger numbers of SIOP members and facilitate the communication of information (a) upward to SIOP leadership regarding members' needs vis-a-vis licensure and the regulation of I/O psychology, (b) downward to SIOP members regarding relevant SIOP policy and activity, and (c) laterally among SIOP members regarding requirements and procedures for obtaining licensure. SA has also served as a liaison between SIOP and state boards and state associations, and has collected information regarding licensure laws/rules in various states in an effort to educate society leadership and members regarding problems and potential responses.

Professional Affairs. PA is charged with "concerning itself with matters of professional practices, ethics, and state and national legislation. Specifically, PA shall concern itself with gathering information for the purpose of making general recommendations to the Society and APA" (SIOP, 1988). PA has, in the past, served as a liaison between SIOP and the various APA committees, boards, and directorates concerned with ethical principles and standards for providers of services (COPS), and

those concerned with model legislation (COPP).

Education and Training. ET is charged, among other things, with "preparing and periodically revising Guidelines for Education of I/O Psychology Doctoral Students, and contributing to and collaborating with APA's Education and Training Board" (SIOP, 1988). ET has established liaisons with key APA offices/boards involved with education and training issues, including accreditation. Pertinent documents are reviewed and recommendations offered to the EC.

Formal Policy—Moving toward a "3-piece suit."

The current SIOP position regarding licensure, issued in 1985, advocates the exemption of I/O psychologists from licensure while opposing categorical exclusion from licensure on the basis of specialty (see the entire position statement below). In essence this policy opposes mandatory licensure requirements (i.e., I/O practice should be exempt) while simultaneously advocating the application of appropriate education, experience and examination criteria for those (I/O psychologists) who seek licensure. Some have suggested that this is an inconsistent position in that it seeks both inclusion and exclusion from regulation under a practice act. In addition, some have suggested that it is not a constructive response to state associations and boards who request assistance in developing appropriate education, experience, and examination requirements for I/O psychologists. In response to these and other problems, the EC appointed a blue ribbon committee to develop a "3-piece suit" to replace the 1985 policy statement. This effort was to include an alternative model licensure act, complete with a preamble to explain its need (pieces one and two), and education and training guidelines which could be used to define curricular standards for I/O programs (piece three). However, licensing issues evoke considerable controversy and debate within SIOP (e.g., Howard and Lowman, 1985; MacKinney, 1982; Vandaveer, 1988), which makes the development of policy difficult and to date the committee has not presented an agreed-upon product to the Executive Committee. While current efforts to develop new policy may not come to fruition, the importance of licensure to many SIOP members insures that these issues will continue to attract attention and discussion.

SIOP Position Statement on Licensure—1985

The Society for Industrial and Organizational Psychology (Division 14 of APA) supports the growing movement within APA to reexamine those psychological functions which require licensure and protection of the public and those which should be exempt from licensure because they pose no threat. We recognize both the need for public protection and the

importance of avoiding inappropriate and cumbersome state regulation when it is not truly needed.

The Society believes that it is the proper role for the state to ensure that psychologists who offer potentially hazardous services to an uninformed public meet generally accepted competency standards as defined by the profession. A few Industrial/Organizational psychological practices are potentially hazardous; most are not.

We therefore support the following principles and objectives concerning credentialing and statutory regulation of the profession in psychology.

1. The renewed attempt on the part of APA (COPP, COSL) to draft model legislations to replace or substantially revise the outmoded (1967) version.
 - a. broad representation of applied interests in the drafting process, with adequate representation of specialties recognized as being outside the "health-care" domain.
2. A *functional* definition of practice to which licensing/certification is applicable.
 - a. clarification of licensable functions is an integral part of the drafting process, however
 - b. The resulting definition should exempt at least *teaching* and *basic and applied research* functions from licensure.
3. Strong opposition to both specialty licensing, and to the exclusion of eligibility for licensure on the basis of specialty. Opposition to *blanket* generic licensure unless exemptions are specified for individuals who perform only non-hazardous functions.
4. Elimination of unnecessary barriers to licensure for specialists in non-health care areas, in particular
 - a. inappropriate supervised experience requirements
 - b. overemphasis on course and program *labels* in the definition of "psychological training" (recognizing, however, that curricula should be solidly psychological in nature)
 - c. unrealistic interstate practice rules.

The Society plans to make its position known to other APA Divisions, to the appropriate governance bodies of APA, to State Associations, and to other relevant groups. The Society asks that its representatives be actively included in all future deliberations by APA concerning statutory regulation of the profession of psychology. It plans further to take a very active role in influencing these issues as they relate both to APA policy and to state regulatory practices.

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Wayne J. Camara
Science Directorate, APA

On September 26th, the Office of Technology Assessment released a final report on its two-year study of honesty and integrity tests, "The use of integrity tests for pre-employment screening." On that same day, OTA staff testified before the House Subcommittee on Employment Opportunities. The OTA report can be obtained for \$4.00 from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (telephone: 202 783-3238).

An APA-SIOP-Division 5 Task Force examining integrity tests has also circulated a draft report for comments and expects to release a final report in January 1991. APA's Science Directorate submitted the following testimony for the record at the hearing on the OTA report. Rep. Martinez, chair, has invited APA to present its findings to the Subcommittee when they are released.

Following is an excerpt of APA's testimony concerning the use of integrity tests for pre-employment screening:

Mr. Chairman and Members of the Subcommittee:

APA and two of its divisions most concerned with the development and use of pre-employment testing established a task force to examine the development and use of integrity tests used in predicting dishonesty and theft in employment settings. The study conducted by APA has been a two-year effort which included a survey of approximately forty different instruments, a review of approximately 200 materials, and an open hearing. The task force has completed a draft report and is expected to release a final revised report before the end of the year.

At this point, I will highlight several differences in assumptions underlying the APA study and that of OTA. I will briefly highlight these apparent differences in assumptions and how they have led to some differing conclusions between the OTA report and preliminary findings by APA's task force. I have also attached an executive summary of the APA Draft Report for inclusion in the record.

First, the OTA report assumes that because of their potential impact on a large number of job applicants and their potential for "labeling" individuals as dishonest, integrity tests should be held to higher standards than other tests. The APA task force found no compelling arguments for holding such tests to a higher scientific, technical, or test use standards

than other types of tests and instruments used to aid in decisions about employment, education, licensing, competence, or clinical diagnosis. In each case, the APA *Standards for Educational and Psychological Testing* (1985) are the relevant criteria for evaluating test development and use.

Second, OTA chose to include only a very small number of studies they considered to meet the highest levels of scientific credibility in evaluating integrity tests—predictive validity studies using detected theft (or a close proxy) as criteria. The APA task force reviewed over 100 validity studies using a variety of relevant criteria and accepted methodologies to answer these same questions. The evidence accumulated from seven different classes of criteria led the task force to conclude these tests generally have validity coefficients commonly accepted as evidence for validity in other measures. The APA draft report points to the convergence of validity across the seven types of criteria as evidence that such instruments have adequate validity and utility to justify continued use.

Finally, OTA chose to evaluate integrity tests against an absolute standard of evidence, concluding that given the rate of misclassification, there is insufficient evidence to support the use of such tests. APA, evaluated these measures in light of other instruments used for predicting employee honesty and integrity, choosing to ask “what would we use in their stead?” Because of the complex issues involved in identifying more reliable criteria for theft and dishonesty and because many existing tests demonstrated accepted levels of validity, it is not likely that better screening methods or instruments will become available in the near future. Because honesty and theft is recognized as an important concern for employers, APA believes that a comparison of these tests with other available methods is needed, since employers have also been shown to move from one technique to another technique in addressing this concern.

Differences in these underlying assumptions led to some differing conclusions between reports. APA's preliminary findings are at odds with findings from OTA concerning the general validity of these instruments, adverse impact of these instruments, and the extent of misclassification. The APA and OTA reports will likely each raise a number of important concerns regarding development, independent research, and proper use of these tests, as well as, potentially important social policy considerations.

A final report by APA on this issue will be submitted to the Subcommittee when it becomes available.

DoL Innundated with Comments on GATB as Controversy Continues

Dianne C. Brown
APA Science Directorate

The state of affairs at the Department of Labor (DoL) regarding the discontinuation of the General Aptitude Test Battery (GATB) for employee selection is as yet undecided. DoL received over 1,600 responses to their request for comments (see the *Federal Register*, July 24, 1990) on their proposal to suspend use of the GATB until additional research is completed. APA voiced its objection to suspension of the GATB, a test commonly used by state and local Employment Services to refer applicants to private sector organizations, until equally valid and objective assessment techniques are in place. Currently, DoL plans to conduct a thorough review of these responses, most of which are opposed to discontinuing use of the GATB for selection. Through Assistant Secretary Jones' office, they would like to establish a means for coding the information sent to them, and analyzing and reporting those data using statistical methods. With Secretary Dole's resignation, the whole process could be slowed considerably.

For the time being, the GATB is still being used for selection. When DoL originally published its proposed policy in the *Federal Register*, they planned to implement the policy by October 23. However, until comments are analyzed an official policy will not be forthcoming from the Department. The DoL noted that they will be responsive to public concerns as well as the administration's concerns. It still stands that the policy would be implemented 90 days following its announcement.

A panel discussion titled “GATB, to BE or not to BE” was held November 16 in connection with a D.C. conference sponsored by the International Association of Personnel in Employment Security (IAPES). Panel members included Alexandra Wigdor of the National Academy of Sciences (NAS), John Florez, Deputy Assistant Secretary with the Employment and Training Administration, and A. J. Pearson of the National Joint Apprenticeship & Training Committee (NJATC). Russell Kile of the U.S. Employment Service, DoL moderated the discussion.

Editor's Note: This article originally appeared in the January/February 1991 edition of *Science Agenda*.

The discussion began with Alexandra Wigdor providing a background and brief history of the GATB as well as a summary of the findings in the NAS report on the GATB, released over a year ago. In brief, the report noted that the GATB: has modest validity; is highly speeded; has utility for employers in terms of offering a better prediction of job performance than random selection and other selection methods; has evidence among the 700 studies on 500 jobs for validity generalization to more than the 500 jobs (although not necessarily to 12,000 jobs); and, shows evidence of more conservative economic benefits than was previously claimed. The primary finding of the NAS study relating to fairness was that minorities (black and Hispanic) tended to score on average one standard deviation lower than non-minorities although the disparity was not nearly as large (one-third of one standard deviation) for job performance measures. NAS' recommendation was that GATB scores be adjusted for minorities in an effort to achieve a more accurate prediction of job performance for these groups. The National Academy left that decision and methodology to the Department of Labor.

John Florez spoke mainly to the concerns of civil rights. Citing Title VII, the Age Discrimination in Employment Act, and several Supreme Court cases of late, he noted that many employers are not aware of all the legislation they are bound to uphold in employment practices. Florez explained that by using a test that has adverse impact on protected groups, your "liability pool" is increased. With attempts to correct for adverse impact, such as the within-group scoring method, you run the risk of reverse discrimination which also has the effect of increasing the "liability pool." Florez's solution is to altogether avoid using such tests for employment screening.

A. J. Pearson represented the views of an employer that uses the GATB. He was ardent in his defense of the battery and came prepared with numbers to defend his claims on the utility of the test. His organization, the NJATC, has developed uniform standards used to select and train men and women for the electrical construction industry. Part of that process includes using the GATB for screening. Mr. Pearson noted that attrition from training is markedly lower using the GATB (from 3 to 17 percent attrition) as compared to not using the test (up to 50 percent attrition). He went on to explain that in his organization's data, there was neither evidence of adverse impact on protected groups, nor evidence of reverse discrimination. Pearson said that he hoped the GATB would not be discontinued and stated that if it was, his organization would certainly replace it with another test.

The panel presented an interesting mix, offering the scientific perspective, the social policy perspective, and the practical perspective. The audience, primarily IAPES members who were DoL, State Labor, or

Employment Service personnel, seemed largely in favor of keeping the GATB for screening. One woman asked Mr. Florez what he would offer to replace the GATB if it was discontinued. Florez commented several times that suggestions should come from those "in the trenches," in the employment services and agencies that use the GATB. Russell Klie, the discussion moderator added that the dispute over the use of the GATB for employment screening is unlikely to be resolved any time soon. Impeding its resolution are the pervasiveness of the use of the GATB, the convenience of group testing and machine scoring, the dwindling applicant pool, and the intense controversy over the fairness of the test.

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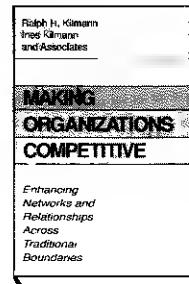
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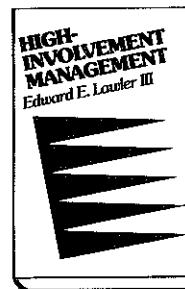
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Excellence of Academic Institutions as Reflected by Backgrounds of Editorial Board Members

Robert G. Jones and Richard J. Klimoski
The Ohio State University

Past research concerning the quality of graduate programs in I/O Psychology has used research productivity as a primary indicator of academic excellence (Cox & Catt, 1977; Howard, Cole, & Maxwell, 1987; Howard, Maxwell, Berra, & Sternitzke, 1985). Productivity has been gauged by counting the number of articles published by affiliates of institutions over a given time in certain journals. Howard et al. (1985; 1987) go further by assigning points according to authorship and type of article, then ranking schools based on total points assigned to institutions' representatives.

Unfortunately, indices of research "quality" such as these may not allow for direct inferences about educational quality. Information about the quality of research completed by an institutions' affiliates may in fact tell little about the quality of education that might be received at these institutions. Factors such as time allotted for research, funds available for research, student time spent assisting in research (vs. other, perhaps equally valuable activities), and faculty teaching load stand between research productivity indices and valid inferences concerning quality of education that graduate students might receive. It could be argued as easily that a *lack* of training emphasis exists in institutions whose faculty publish heavily, since students may be clerical help instead of recipients of quality education.

It should be mentioned that two other indices of academic excellence also have received attention in I/O Psychology. The number of presentations by graduate students at conventions has been critiqued effectively by Eugene Johnson in the November, 1989 issue of **TIP**. Reputational ratings have been used as well (see Howard et al., 1987). However, in the past, these ratings have been used for entire institutions rather than specific programs. They also rely upon the aggregated perceptions of persons in the academic community at a given point in time, and therefore may tend toward various biases.

One criterion of excellence which has not been used is the number of institutional graduates deemed qualified to serve on editorial boards of relevant journals. These individuals may have previous publications which make them attractive as editorial board members; but they also

must be seen to have important competencies, resources, scientific philosophies, or other qualities which lead them to service on editorial boards.

Assuming that these characteristics deemed desirable by journal decision makers lead to editorial board service, one approach to the problem of determining academic excellence is to discover what sort of training board members have had, and which institutions are most likely to have trained them. The notion here is that certain schools with certain programs turn out disproportionate numbers of board members for certain journals. Along with related information, such as the number of years intervening between graduation from a school and joining an editorial board, information about the schools from which editorial board members received their highest degrees might be an important indicator of academic excellence.

In the area of Industrial/Organizational Psychology, five journals have been cited as most likely to receive research for publication: *Journal of Applied Psychology*, *Personnel Psychology*, *Organizational Behavior and Human Decision Processes*, *Academy of Management Journal*, and *Academy of Management Review* (Howard et al., 1985). *Administrative Science Quarterly* is also a commonly cited source of research concerning work behavior issues (Salancik, 1986), and is included in this article for this reason.

The following information was gathered regarding the 662 individuals serving as board members for these six journals' boards during the years 1970 through 1989: 1) School from which highest degree was received, 2) Year when degree was received, 3) Academic discipline of degree, 4) Years on journal editorial board, 5) All institutions of affiliation of board members during service period, 6) Type of editor (senior, associate/consulting, reading/reviewing). Most of the information for items 1-3 was gathered from *Dissertation Abstracts OnDisc* and from the four most recent editions of *The Directory of the American Psychological Association*. When these sources were insufficient, several sources with information on institutions outside the U.S. were consulted (*Behavioural Science Research in India*, 1966; *Catalogus van Academische Geschriften in Nederland*, 1973; *Catalogue Des Theses De Doctorat*, 1969). Also, *Social Sciences Citation Index* (1987) and actual publications of relevant individuals were reviewed when other sources failed (Bacharach & Lawler, 1981; Cumming & Cumming, 1957; Edmunds, 1978; Scott, 1969; Zimet & Greenwood, 1979). In the few cases where none of these sources yielded necessary information, board members were contacted directly and asked to supply information. Of the 662 individuals, complete information was found for 645.

In order to account for the probable impact of sheer numbers of

graduates from certain programs on editorial board representation, the number of students receiving degrees was gathered from several editions of *Graduate Study in Psychology*. Although this source only occasionally provides breakdowns by areas within Psychology, it does give a gross number of students receiving Ph.D.'s for five-year periods. These numbers were averaged over the four five-year periods for which data were available (1968-73, 1970-75, 1975-80, & 1976-81).

Editorial board members graduated from 103 schools in 11 countries, with degrees in approximately 25 discipline areas (see Table 1 for a breakdown of disciplines). A rank ordering of the top nineteen I/O Psychology programs from which editorial board members graduated is presented in Table 2. The reason for including nineteen programs is that only these programs had more than one I/O Psychology graduate represented on editorial boards of these journals. A separate rank of the top twenty schools represented for all disciplines is also presented. In cases where two programs have the same number of graduates represented on editorial boards, the average program size is used to break ties. For example, since Cornell University granted fewer Ph.D.'s in Psychology than the University of Michigan during the same period, it is assumed for this study that the same number of representatives on the board indicates slightly greater achievement. Thus, Cornell is ranked sixth and Michigan seventh.

TABLE 1
Backgrounds and affiliations of editorial board members serving 1970-1989.

Type of Degree	N	Graduate Schools	Affiliate Institutions	Mean yrs. between receipt of degree and board service
Business/O.B.	170	54	92	7.0 (sd = 3.8)
I/O Psychology	141	36	118	9.9 (sd = 5.4)
Economics	63	27	54	13.1 (sd = 8.0)
Sociology	57	21	43	8.2 (sd = 4.9)
Experimental Psych.	49	34	42	13.3 (sd = 9.1)
Social Psych.	46	29	43	10.1 (sd = 6.1)
General Psych.	29	19	27	16.8 (sd = 9.2)
Psychometrics/Quantitative Psych.	23	15	22	16.1 (sd = 9.5)
Clinical/Counseling Psych.	15	12	15	13.2 (sd = 6.7)
Education/Ed. Psych.	13	11	13	9.9 (sd = 5.6)
Political Science	11	8	11	10.3 (sd = 4.9)
Engineering	9	8	10	13.0 (sd = 9.5)
Other Psychology**	7	6	6	14.2 (sd = 8.1)
Communication/Speech	5	3	4	12.0 (sd = 4.6)
Systems Methods	4	4	5	8.5 (sd = 2.7)
Other***	6	5	7	11.5 (sd = 9.1)

N = 645

** Includes physiological, developmental, personality, and engineering.

*** Includes industrial relations, statistics, & linguistics.

TABLE 2

Board representation of top nineteen institutions

School	I/O Total*	Graduates	Rank before 1971*	Rank after 1970*	Years btwn degree and bd. service*		Overall Rank*
					mean	sd	
1. Purdue U.	19	30	9	2	11.4	6.6	4
2. U. Minnesota	18	42	1	12	11.1	5.3	2
3. Ohio State U.	12	43	2	5	12.2	7.9	1
4. U. of Illinois	10	29	7	3	9.3	5.8	6
5. U. Cal. Berkeley	8	29	4	8	11.0	7.2	5
6. Cornell U.	7	23	8	11	10.8	6.5	9
7. U. of Michigan	7	30	3	10	10.7	5.4	3
8. New York U.	6	13	11	NR	14.5	7.8	16
9. U. of Maryland	5	9	NR	19	10.3	5.1	NR
10. Bowling Green State U.	4	4	NR	NR	9.0	3.2	NR
11. Michigan State U.	4	14	NR	15	10.9	6.2	14
12. Northwestern U.	3	9	NR	17	4.7	1.9	NR
13. U. of Wisconsin	3	22	14	4	9.0	2.2	11
14. Wayne State U.	3	4	NR	NR	8.5	4.3	NR
15. U. of Akron	2	2	NR	NR	6.5	1.5	NR
16. Carnegie-Mellon U.	2	8	NR	NR	5.4	1.3	NR
17. U. Cal. Irvine	2	7	NR	18	4.0	2.3	NR
18. Indiana U.	2	13	13	NR	10.3	6.3	15
19. Case Western U.	2	2	NR	NR	6.5	2.5	NR

Note: NR means not ranked in the top twenty overall.

*All disciplines

Since many years of graduation are represented (1920 to 1989), and program quality is likely to change over time, the years of graduation for schools represented is an important consideration. With this in mind, Table 2 also presents separate rankings for years up to and including 1970, and years after 1970 (approximately half of the degrees represented were received after 1970). Along the same lines, cumulative frequency distributions for the top five ranked I/O Psychology graduate schools are presented in Figures 1a-1e. These data suggest that fluctuations in program quality may have occurred over time.

The average number of years elapsed between graduation and joining an editorial board is also included in Tables 1 and 2. This may provide an indication of the demand for certain types of training. If people with degrees from certain institutions are in particular demand, it might be expected that people with these credentials would be sought for board service sooner than people with other backgrounds.

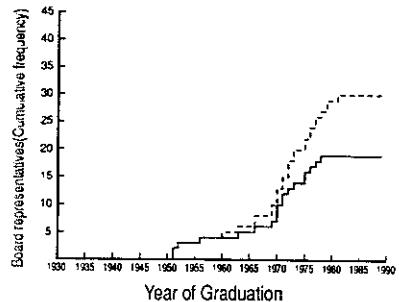
The number of years since graduation might also provide evidence of the sufficiency of training received from any given institution. That is, when training during school was sufficient, it might be expected that

FIGURE 1.

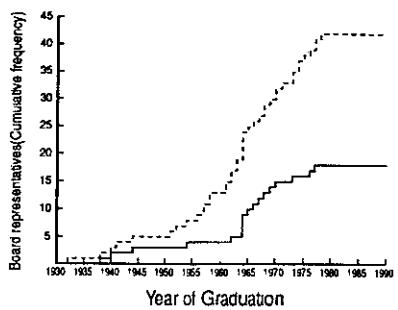
Graduation years from five I/O Psychology graduate programs most represented on editorial boards, 1970-1989.

----- = I/O Psychology
— = All disciplines

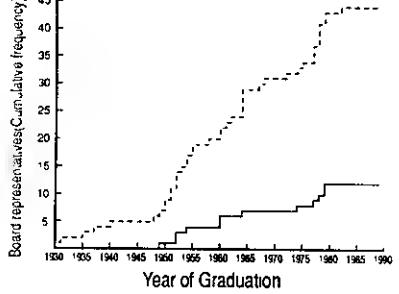
a. Purdue University



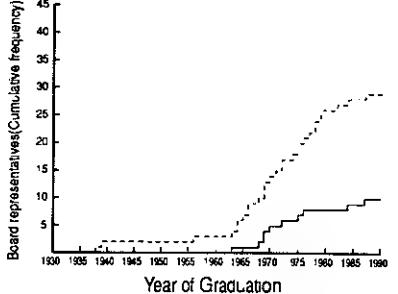
b. University of Minnesota



c. Ohio State University



d. University of Illinois



e. University of California, Berkeley

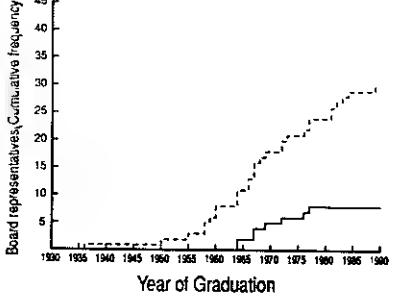


TABLE 3

Academic affiliations of board members during board service.

Affiliate Institutions	I/O Affiliates	Affiliates from All Disciplines	Rank for All Disciplines
1. Northwestern U.	8	15	8
2. U. of Minnesota	6	19	2
3. Bowling Green State U.	5	7	NR
4. U. of Wisconsin	5	15	9
5. Carnegie-Mellon U.	4	13	12
6. U. Calif-Berkeley	4	11	18
7. New York U.	4	17	5
8. Purdue U.	4	13	13
9. Georgia Institute of Technology	3	4	NR
10. U. of Akron	3	4	NR
11. Texas A & M	3	12	14
12. U. of Maryland	3	10	20
13. Penn. State U.	3	11	17
14. U. of Michigan	3	17	6
15. U. of Georgia	3	10	NR
16. Michigan State U.	3	8	NR
17. Ohio State U.	3	18	3
18. Cornell U.	2	17	4
19. U. of S. Florida	2	4	NR
20. U. of Oregon	2	8	NR

Note: NR means not ranked in the top twenty overall.

fewer years would intervene between graduation and editorial board service. In cases where effort beyond graduate school was necessary in order to obtain skills necessary for editorial board service, more time would be expected to elapse.

Finally, a list of the top nineteen institutions of affiliation of board members are presented in Table 3, along with these schools' overall representation on journal boards for all disciplines combined. This information is provided as a supplement to the productivity ratings of previous research (e.g., Howard et al., 1985).

In summary, the picture of academic excellence derived from this research is somewhat different from the pictures obtained by using other indices. This may be the result of peculiar characteristics of the editorial board nomination process. However, we think that the addition of editorial board membership to the definition and measurement of academic excellence may be useful for making academic and career decisions, as well as for advancing knowledge regarding the sociology of science, and the history of the profession.

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Linda S. Gottfredson
University of Delaware

Supporters of the recently vetoed 1990 civil rights bill indignantly deny it was a quota bill. But the legislation would, in fact, have imposed quotas to a far greater extent than even its most ardent critics realized.

The problem is a redefinition of "test fairness" embedded not in the bill itself, but in its legislative history. This radical redefinition in the Senate Labor Committee's "Explanation of the Legislation," written in June, is the same one used earlier this year when the Equal Employment Opportunity Commission quietly filed suit against at least five Fortune 500 companies for not using disguised quotas for test results.

In internal memos, the EEOC acknowledged that the employment tests it challenged are not biased against blacks. It also acknowledged that they are job-related. The employers had thus met the EEOC's first requirement for demonstrating business necessity, as codified in its Uniform Guidelines on Employee Selection Procedures. The commission charged, instead, that the employers had failed a second requirement of the guidelines: Companies will fail the business necessity test if plaintiffs can show that an "alternative" procedure is available that is comparably job-related but has less adverse impact on minority hiring.

What "alternative" had these Fortune 500 companies overlooked? The EEOC pointed not to a different test, but to a race-conscious procedure for scoring the challenged tests.

Specifically, the test scores of black and Hispanic job applicants would be raised according to a formula that gives them bonus points based largely on the size of the average test score difference between black (or Hispanic) applicants and "others" (mostly whites and Asians). By this formula, the worse the black (and Hispanic) applicants perform as a group, the more bonus points they all individually receive. Typically, blacks scoring at the 16th and 50th percentiles, for example, would be boosted to the 46th and 82nd, respectively.

Editor's Note: This editorial was submitted by James C. Sharf. It originally appeared in the December 6, 1990, edition of *The Wall Street Journal*. The accompanying response appeared in the December 20, 1990, edition.

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Such race-conscious “performance-based score adjustments”—which violate, rather than honor, the principle of merit—come disguised by a pseudo-scientific rationale: On any existing test, some job applicants whose low test scores predict they will be poor workers would, if hired, actually turn out to be good workers (defined as performing above some minimally acceptable level on the job). When these prediction errors occur disproportionately among blacks and Hispanics as a group, the rationale continues, race-based score adjustments are needed.

No test can predict job performance perfectly (though job-related tests generally produce fewer errors than other selection procedures do). Individual applicants of any race with the same low test scores have the same risk of being mispredicted as poor workers. No one, of course, has suggested that the scores of low-scoring whites or Asians be adjusted.

The EEOC’s chief psychologist, Donald Schwartz, claims in a memo that “the Uniform Guidelines . . . address only the need to ensure the fair use of selection procedures, not the unbiased use of these procedures.” What matters now, in other words, are equal results, not race-neutral treatment.

This radical redefinition of fairness turns the traditional definition on its head, because it requires bias against whites in order to achieve “fairness” toward minorities. By the “performance-based score adjustment” standard, an unbiased test will *always* be “unfair” whenever racial groups differ in average test scores. More to the point, because racial differences show up on most unbiased job-related tests, virtually all unbiased job-related tests will be “unfair” by the new definition. Procedures that passed the old standard can be guaranteed to flunk the new standard whenever they have adverse impact—which they usually do.

In one sense the EEOC’s “new” definition is not new. Many test experts rejected it more than a decade ago for being a quota system as well as technically flawed. When the theory was resurrected a year ago by a committee of the National Academy of Sciences to justify the use of race-based score adjustments by state employment agencies for making job referrals, leading test experts labeled it “rhetorical camouflage,” “statistical legerdemain,” “race-norming” and an “intellectually dishonest” effort to support racial preferences in hiring.

The EEOC has seized upon this discredited definition of fairness to create the illusion that unbiased job-related tests are unfair whenever a minority group performs more poorly on them (“without appropriate adjustments” such tests fail to meet “the requirements of . . . the Uniform Guidelines,” is how it’s phrased in one memo). Moreover, it claims that such tests can be transformed into an acceptable “alternative” by simply changing the test results for job candidates from EEOC-endorsed racial subgroups (“the use of adjusted test battery

scores is . . . an acceptable alternative selection procedure to the use of unadjusted test battery scores”).

This sounds a lot like the Senate Committee’s June report on the 1990 civil rights bill, which states that a “demonstration of business necessity must deal not only with the subject matter of the test or job requirement, but also with the manner in which it is used.” Echoing the EEOC’s definition of fairness, the Senate report states that “where qualified black workers fail a test at a higher rate than whites who are equally good workers . . . such a test is not required [justified] by business necessity.”

A job-related test would no longer be defensible if its color-blind use results in proportionately more such mispredictions for “poor” workers among blacks and Hispanics. While the Senate report does not explicitly say so, under the new definition the only way to make such tests—virtually all job-related tests—defensible would be to score them in a race-conscious manner.

Courts often are urged to read the legislative intent embedded in the history of a law. They will certainly be asked to do so with any new civil rights act. Should the redefinition of fairness be retained in the legislative history of the next bill, the bill’s passage would codify the license the EEOC is already taking to mandate quotas for employment test results.

LETTER TO THE EDITOR—‘Race-Norming’ is Against Our Policy

Linda S. Gottfredson’s December 6 editorial-page article, “When Job-Testing ‘Fairness’ is Nothing but a Quota,” is a useful reminder of the extreme attempts made to justify racial preferences. Ms. Gottfredson errs, however, in implying that the U.S. Equal Employment Opportunity Commission (EEOC) endorses such divisive, condescending and inequitable policies. We are well aware of “race-norming” advocacy that both scholarly psychometric studies and common-sense observations justifiably denounce.

Unlike the police chief in “Casablanca” who professed to be shocked to learn about gambling at Rick’s, we do know that policies promoting race and gender preferences have come about in the 25 years that EEOC has enforced Title VII. In the course of the search for justice, governmental policies clearly have gone awry; de facto quotas exist now, and the 1990 Civil Rights Act would have touched off a quota explosion, forever embedding them in our employment practices and other spheres of life.

Ms. Gottfredson errs in maintaining that the EEOC has “quietly filed suit against at least five Fortune 500 companies for not using disguised quotas for test results.” The EEOC has not filed suit and is now investigating certain employment practices in these companies. We have, for some time now, been reviewing our settlements and conciliations to ensure that the relief provided is free of preferential treatment. We wish to make clear that altering test scores to favor a particular group is not a legal or “less discriminatory alternative.” Of course, this would be unfair to everyone involved—employees as well as employers. The radical redefinition of fairness that Ms. Gottfredson describes is in no way agency policy.

This commission stands for aggressive law enforcement that protects individuals from illegal discrimination. The vitality of civil-rights enforcement should not be measured by the preferences given different groups.

Evan J. Kemp, Jr., Chairman
Equal Employment Opportunity Commission
Washington

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A Conversation with Morris S. Viteles

Craig J. Russell
Krannert Graduate School of Management
Purdue University

I recently had the pleasure of spending an hour with one of the founding fathers of industrial psychology, Morris Viteles. At the time of our talk, Dr. Viteles was 92 years old. My original intent was to perform an autobiographical interview in hopes of getting some unique "participation" perspective on trends and events in industrial/organizational psychology during the last 70 years. After all, it is not every day you get a chance to talk with a man who spent time with Pavlov in his laboratory at the time of the Stalin purges!

I also hoped that maybe some critical developmental life history events might be forthcoming of the kind generated by Lindsey, Homes, and McCall (1987) in their examination of managerial lives. What I came away with was a little of both. However, I also came away extremely surprised at having been exposed to a unique I/O career path.

To prepare for our chat, I conducted a short, informal poll of senior members in our field at the SIOP meetings in Miami about what they thought I should ask Dr. Viteles. One, who shall remain nameless, was extremely surprised at my request. This colleague recalled that, on learning that Dr. Viteles would be participating at a professional meeting in 1960, his first response was, "I thought he had died a long time ago."

This comment probably contributed to my subsequent surprise at finding that, after retiring from the University of Pennsylvania in 1968, Dr. Viteles maintained an active consulting practice involved in job design and employee training and development until 1984, when he re-retired at the age of 86. In fact, as mentioned in at least one biography, Dr. Viteles retired from his permanent part-time position with the Philadelphia Electric Co. as Director of Personnel Research and Training in 1964, though he kept an active consulting relationship with them through 1984. To paraphrase Dr. Viteles, not many I/O psychologists have the opportunity to develop a 57-year relationship (1927-1984) with one client!

In concert with his ties to industry, Dr. Viteles makes frequent references to his desire to stay close to his roots as an academic in an autobiography published in 1967. However, Dr. Viteles also noted how the quality of one's academic research as well as the quality of one's economic well-being is a direct reflection of one's ties to industry. I found this especially interesting in light of current career issues in I/O

psychology. These typically involve choices between academics, industry, private consulting practice, and/or some combination thereof. Few of our colleagues make concurrent contributions in all three areas simultaneously. Dr. Viteles' career path portrays meaningful contributions in all three arenas throughout a career. For those of us less able to balance so many balls simultaneously, this minimally suggests that over a 66-year period one could make 22-year "sequential career" contributions as an academic (counting graduate school as part of one's academic career), employee of industry, and consultant!

As a person born in the middle of the first baby boom generation, I find this idea extremely interesting, especially considering the precarious state of the Social Security Administration. For reasons too numerous to describe here, many labor market forecasts indicate that my cohort group will be routinely working into their mid 70's. Dr. Viteles' career path (or parallels to it) may provide guidance to many of us "thirty-something" people who are asking, "Where do we want to be in 20 years?" While the answer to this question for prior cohort groups revolved around retirement planning, the answer for our cohort group will likely involve the management of whatever transitions are needed before continuing on for another 20 years.

Needless to say, Dr. Viteles' pioneering feat of balancing academics, long-term industry commitments, and free-lance consulting made me stop and think about how I want to spend the next 40 years of my career and how I can best position myself to achieve the professional and personal goals. I urge others in my cohort group to read the tribute to Dr. Viteles in the April, 1989 issue of *American Psychologist* as well as his more detailed autobiography (Viteles, 1967). It is extremely interesting reading.

While having been fully retired for six years, at least three of our members will be pleased to know that Dr. Viteles was currently reading Ed Locke's *Generalizing from laboratory to field settings: Findings from industrial-organizational psychology, organizational behavior, and human resources* and Ann Howard and Doug Bray's *Managerial life in transition: Advancing age and changing times*. Further, Dr. Viteles was very conversant on the recent impact of meta-analyses on personnel selection issues. He noted that Spearman had frequently credited him with keeping the field from becoming too focused on "g" at the expense of neglecting other factors that are equally pertinent in guidance and selection. He felt that meta-analysis studies indicating that cognitive skills tests demonstrate generalizable criterion-related validities is simply an extension of Dr. Spearman's work. Where Dr. Spearman used factor analysis techniques to develop construct valid measures of "g," current

investigators appear to be infatuated with criterion-related validity evidence of the same phenomena.

As you can guess, the hour went by all too quickly. Dr. Viteles appears to be in good health for a man of 92, and he has certainly not lost touch with current issues facing I/O psychologists. The hour had a major impact on how I perceive career choices for my cohort group. My greatest hope is that in 10 years I can talk with Dr. Viteles again to reflect on career parallels and progress of the "fortysomething" cohort group.

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A Conversation with Harold Burtt

Frank J. Landy
The Pennsylvania State University

Hugo Munsterberg was a moving force in applied psychology at the turn of the century. He had been lured from Germany by William James in 1892 to direct the Psychology Laboratory at Harvard and, with the exception of the period 1895-1897, he stayed at Harvard until his death in 1916.

During the period of his reign at Harvard, Munsterberg influenced both the direction of psychology and the direction individual psychologists. One of those psychologists was Harold E. Burtt. Dr. Burtt is 100 years old and living in Columbus, Ohio, and the last surviving student of Munsterberg. Since I have a substantial interest in Munsterberg, I travelled to Columbus to talk with Dr. Burtt about his experiences as a student under "the master."

I had first written to Dr. Burtt asking if he would be willing to see me. After receiving a modest reply indicating that he doubted that he had anything interesting enough to warrant a visit, he agreed to a meeting. I met with Dr. Burtt in his room at a retirement community. We talked for two hours about his recollections. He was modest and low-keyed about that period as well as his contributions more generally. I suspect that from the perspective of 100 years, many things that might be of contemporary interest appear trivial. What follows is based on my discussions with Dr. Burtt.

Harold Burtt's introduction to applied psychology was anything but auspicious. He had been greatly influenced by Walter Dill Scott while an undergraduate math and psychology major at Dartmouth. It was Scott who urged Burtt to matriculate at Harvard for his advanced training. Burtt arrived at Emerson Hall late one afternoon to announce his arrival. Emerson Hall was the Jewel in the Crown of Munsterberg's administrative achievements at Harvard. He had lobbied hard to have a new home for Psychology that was distinct from Philosophy. Dr. Burtt found only one faculty member in his office—Herbert Sidney Langfeld, a student of Carl Stumpf's and a card-carrying sensation/perception type. Langfeld captured Burtt as "his student" and assigned him a dissertation topic on the spot. The topic related to basic sensation and perception laboratory experiments. For the next 3 years, Burtt was indentured to Langfeld through the dissertation. He was bitter then and is bitter still. He describes his dissertation defense meeting with Langfeld,

Munsterberg, and Holt as perhaps the most boring and meaningless three hours of his life, salvaged only by Munsterberg's willingness to permit discussion of Burtt's more applied research (supervised by Munsterberg). He is convinced to this day that had he appeared 6 hours earlier or 18 hours later, his graduate career would have been considerably more satisfying. I asked him if this was the fate of the graduate student in that era—to be assigned a topic at the whim of "the professor." He responded that this was not the case. He was simply unlucky enough to run into "that bastard" on his first day in graduate school.

Burtt's interactions with Munsterberg, like those of other graduate students at Harvard were professional and somewhat distant. He met with Munsterberg several times each month to review research issues (more when research was being planned). Munsterberg would also respond by mail to queries that Burtt sent in written form. While at the recent APA meetings in Boston, I read a great deal of Munsterberg's correspondence, including letters between Munsterberg and Burtt in 1914 regarding experiments that Burtt was carrying out in the Bronx related to street lighting. At Munsterberg's urging, the National Electric Lighting Association's Street Lighting Committee had hired Burtt to carry out studies related to levels of illumination and driver and pedestrian safety. I also reviewed correspondence from Munsterberg to other leading psychologists of the time recommending his "young colleague and recent student" Harold Burtt for employment. One such letter was written to Bingham at Carnegie Institute of Technology shortly before Munsterberg's death.

Munsterberg was a lightning rod in the scientific community for any number of reasons. He was aggressively German (during the period preceding the entry of the U.S. into WW I), he was elitist in his view of the application of psychology at a time when much of American psychology was following the democratic principles of the new American functionalists (e.g., Dewey), and he was intrusive, frequently seeking and obtaining space in the *New York Times*, *Harper's Weekly* or other popular sources in which he would pontificate regarding anything that entered his consciousness. Burtt was completely unaware of this. As a graduate student, he was insulated from the controversy that followed and engulfed Munsterberg. He knew him as an imposing figure with a characteristic teutonic bearing and demeanor. He saw him as a bit "pompous," although he could not point to any particular characteristic that required such a description. In earlier conversations with Viteles, I had the same experience that I had with Burtt. They were both fascinated to hear of the details of the lives of their mentors. They knew little beyond what they saw in the laboratory, classroom and faculty office. As an example, Burtt wondered if the story was true that Munsterberg had been

interned during WW I because of his pro-German attitudes. I assured him that such an internship had not occurred, although many of Munsterberg's critics might have been pleased with such an arrangement. In fact, Munsterberg died before America entered the war. Burtt consulted Munsterberg mostly on design and analysis issues, although Burtt's math background meant he needed precious little help. There was little conceptual discussion between student and professor. Nor was there much interaction among the graduate students. With the exception of E. C. Tolman, Burtt had little serious interaction with fellow students. Similarly, he had little interaction then or later with colleagues in Europe. I asked him why and his reply was "we didn't really need them!"

Of the contemporaries for whom he had respect, the three most noteworthy were Morris Viteles, Walter Dill Scott, and Sidney Pressey. After a brief career in the Air Force (he had his bags packed and was literally leaving to catch a train to California to train airmen when Armistice was declared and he was mustered out), he arrived at the Ohio State University in 1919 and began a career that ended with his retirement in 1960. During that period he was the author of a number of well-respected books including a survey of industrial psychology (2 editions), a book on legal psychology, a book on applied psychology, and a book on advertising. I brought copies of those books with me for my meeting with him and he autographed them with an amused half-smile on his face. I must have looked as inadequate as I felt.

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Annual Conference—Future Sites

Ron Johnson

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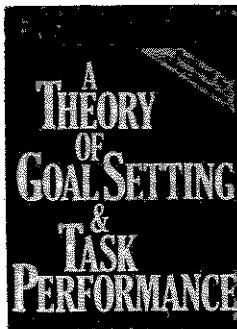
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Drs. Erich P. Prien, Jeffery S. Schippmann and Garry L. Hughes

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Lecture, laboratory, individual assignments, and group exercises will be the primary learning strategies employed in the workshop. Each participant will be provided with a PC computer program developed to manage the individual assessment process.

Who should attend? The workshop is recommended for psychologists who are practicing or who intend to set up a practice in individual assessment. Participants will be expected to have basic competencies in the various aspects of validation research, including job analysis, tests and measurement, performance criteria, and organization/business function-

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Should there be insufficient registration to conduct the workshop, all fees will be refunded. SIOP is unable to assume responsibility for the purchase of non-refundable airline tickets in the event a workshop is closed.

Dr. Erich P. Prien (Performance Management Associates) is a practicing I/O psychologist and has been conducting individual assessments for the past thirty-eight years. He has conducted research specifically on the individual assessment process (the Western Reserve Studies, 1962) and

on the essential components of the individual assessment process throughout this period. This research and practice has culminated in a unique approach to the individual assessment process which incorporates the results of extensive job analysis studies, criterion development and measurement studies and evaluation and development of measurement procedures.

Dr. Garry L. Hughes (Psychological Consultants to Industry) is an I/O psychologist with an extensive practice in individual assessments. He designed the Candidate Assessment Program (CAP), the vehicle for conducting individual assessments, which will be presented in this workshop. This development is based on his earlier work in designing the Principal Selection Software Package (PSSP) for the United States Department of Education which was distributed nationally. This was followed by the Administrator Needs Assessment Program (ANAP) which adapted the process for assessing training and development needs for school administrator recertification.

Dr. Jeffery S. Schippmann (Performance Management Associates) regularly conducts individual assessments and has conducted extensive research on a job analysis base for CAP and the various methods used in the individual assessment process. He has done significant work on the In-basket technique, validity of psychological tests, the criterion problem for the management job family and evaluations of the outcome of the overall individual assessment process.

SIOP Calendar

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Kurt Kraiger

Training Resources

I received a packet of materials from the American Association of Retired Persons (AARP, 1990). Among the most interesting of these was an instructor's resource manual. The manual includes a set of lecture outlines, discussion questions, case studies, graphs, and reading lists, designed to be used in undergraduate or MBA courses in management, I/O, etc. The materials could also be used for an organizational diversity program. The perceived value of the resources is to prepare students (or employees) to manage older workers by (a) informing them of changes in labor force trends and retirement patterns (b) enabling them to practice new leadership and problem-solving skills. Among the topics covered are Age Stereotypes and Management Decisions, Characteristics of Older Workers, Legal Issues, and Managing Older Workers. Could you learn anything from these materials? Take this quiz:

1. Life expectancy at birth in 1940 was 63. What is it in 1990?
2. The median age of the U.S. in 1990 is 33. What will it be in 2020?
3. True or False? Aged drivers have fewer accidents per driver than those under age 65.
4. Older workers (age 65+) cannot work as effectively as younger workers.
5. Older workers have fewer accidents than younger workers.
6. What is the greatest reservation of older workers by human resource managers?

This publication, as well as others which are available, can be obtained by contacting AARP Fulfillment, 1909 K Street, N.W., Washington, D.C. 20049.

Adult Literacy and Learning

One purpose of this column was to facilitate movement from discussing (or projecting) organizational issues created by a changing workforce to helping organizations do something about them. A similar theme is echoed in two technical reports authored by Arlene Brownell of International Learning Systems (ILS) of Evergreen, CO. The first (Costa &

Brownell, 1989), proposes a four-tiered model of literacy, ranging from a basic level of listening and speaking skills (and includes the ability to follow directions) to an "ethical dimension," which includes a globally-based awareness of the challenges and problems of humanity. Costa and Brownell list literacy skills needed in the workplace, and summarize research relating these skills to job performance.

The most interesting aspect of this report is their prescriptions for improving workplace literacy. These include: Becoming acquainted with the issues surrounding literacy, incorporating basic skills training into employee developmental paths, and rewarding basic skills development by tying it to raises, promotions, and favorable job assignments. Each suggestion is discussed and illustrated.

In the second report, Arlene and her colleagues discuss theories of organizational change and adult learning (Brownell, Bache-Wilg, & Steele, 1989). They suggest that in order for organizations of the nineties to stay competitive, they must create the types of organizational structure and management style which promote innovative, or accelerated learning. Their section on adult learning will be of particular interest to training program designers. Among the topics they cover are learning styles, depth of processing, the effects of stress, the role of emotions, and the value of mental imagery and intuition.

Back to the Future

Finally, I also received a copy of a fascinating address given by Milt Hakel to the 1990 IPMA Assessment Conference (Hakel, 1990). In it, Milt imagines that he's addressing the 2001 conference, and looks back on the progress we made towards the issues identified by Workforce 2000. It's a wonderful example of Milt-Speak, beginning with a familiar quote from the Declaration of Independence, affirming equality and the "unalienable rights . . . (of) life, liberty, and the pursuit of happiness." Milt also quotes fellow Minnesotan Hubert Humphrey, who believed that the "real test of the maturity of our people" would be our ability, as a nation, to move past the prescriptions of the Civil Rights Act of 1964 to the development and unleashing of the intellectual resources and vitality (e.g., of women and minorities) which we have traditionally constrained. To show that "everything old is new again," Milt discusses some historical misuses of tests and quotas extending back to China in second century B.C.

In looking back to the '90s, Milt found these shortcomings in our field: An inability to persuade Congress that job performance was multidimensional and continuous, ignoring face validity as a public concern, and an inability to create an educational revolution. Milt notes that by the '90's, the high school drop-out rate had passed 25%, and even

countries such as Argentina, Chile, Rumania, and the USSR had higher literacy rates than the U.S. Milt also discusses the unfortunate divorce of service orientation and public sector employment, and the development of a "global brain" as the U.S. becomes increasingly interdependent with other nations. Milt concludes by suggesting that while we have made passable progress on social advancement, we have failed on moral advancement, by failing to initiate the activities (beyond testing) which promote opportunity and reduce racism and sexism. He encourages us to make each choice with our core values firmly in mind.

I am in the happy position of having a backlog of materials to review. The next issue will feature, at a minimum, another Bart Simpson reference, programs by the Office of Personnel Management, and research by the Air Force Human Resources Laboratory on the cross-job transferability of basic skills. However, I encourage you to keep those cards and papers coming. Your efforts have made my responsibility a simple one to uphold. Send your information or news items to: **Kurt Kraiger, Department of Psychology, Box 173, University of Colorado at Denver, 1200 Larimer St., Denver, CO 80217; Phone: 303-556-2965; FAX: 303-556-3520.**

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Hakel, M. D. (1990, June 25). *Looking back on the year 2000—what we should have done*. Address given to the 14th annual IPMA Assessment Conference, San Diego, CA.

Quiz answers: 1) 75; 2) 39.3; 3) true; 4) false; 5) true; 6) that they feel uncomfortable with new technologies.

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Practice Network

Tom Baker

Welcome to *Practice Network*. On these pages, we will focus on identifying and discussing I/O practitioner issues, trends and items of important news. No matter what industry you serve, whether you're an external or internal consultant, focusing on personnel selection or organizational development activities, this column will attempt to serve you. (A colleague sarcastically welcomed me on accepting the role of "summarizing everything that's anything for the practitioner," and, despite the hyperbole, had adequately summarized the intent of this **TIP** column!) *Practice Network* will play a "broker" role in presenting issues which you surface. Your participation is critical to the success of this column. Input from individual practitioners or practitioner groups is invited to be sent to **Tom Baker, Route 7, Box 232-M, Sherman, TX 75090, phone: (903) 893-8361.**

* * * * *

What is the current status of the GATB? No, it has not been shelved, but yes, it is going to be reviewed. If you would like to stay up with the most current information on the GATB's status, contact **Roberts Jones, Assistant Secretary of Labor (Employment and Training Administration, Dept. of Labor, 200 Constitution Avenue NW, Washington, D.C. 20210)**. You may also pick up a copy of the *Federal Register* for 7/24/90 which published the proposed policy on suspending the GATB. The major area of confusion seems to be that (at the time this column was written) this was a proposed, not an enacted policy. If enacted, the GATB will be suspended at about the same time as you receive this issue of **TIP**.¹ The two major issues on the GATB are (1) concerns over the tests' fairness and validity, and (2) what to do with the GATB while it is being reviewed. Over 1,600 pieces of mail have been received by the U.S.E.S. in response to the *Federal Register's* request for input. The sentiment of this mail, received predominantly from employers and employer groups, has clearly run against suspending the GATB's use during the review period. **John Hawk** of the U.S.E.S. hopes for significant practitioner input on this important personnel testing issue. As goes the GATB, so goes the nation? Given the research findings on ability testing of the past two decades, what alternatives are there other than enacting a policy that accommodates some level of adverse impact or permits a degree of reverse discrimination?

* * * * *

Bob Guion and other APA task force members are busily receiving comments to the APA draft report on integrity testing, which was developed with **Wayne Camara's** leadership as Director of Scientific Affairs at APA.² Bob and Wayne are part of a six-person task force composed of APA, SIOP and Division 5 members. **Lance Seberhagen** and D.C.'s Personnel Testing Council have been keeping current on the integrity testing tug-of-war going on between the Office of Technology Assessment (OTA) and the APA task force. Given only a few hours of notice, **Wayne Camara** submitted written testimony to Congress outlining the key points of contention the APA group had with the OTA report. The task force has taken issue with some of the important assumptions made by the OTA's mostly critical report on integrity testing instruments. Two of the task force's main points of contention focus on (1) the OTA's suggestion that integrity tests be held to a "higher standard" than the 1985 *APA Standards for Educational and Psychological Testing* and (2) the OTA's rejection of most of the criteria used to provide validation statistics. If you want to keep current on the task force's report, contact Science Directorate intern Dianne Lane at (202) 955-7653.

* * * * *

Quality circles, W. Edward Demming, SPC, TQM, Malcolm Baldrige National Quality Award, facilitation skills, Juran and Crosby, self-managed work teams and continuous improvement. If you are a practitioner in the manufacturing or service sector, you have already come into contact with these terms and concepts. If they are new to you, they won't be for long. All of these terms are part of possibly the most fundamental opportunity to have come the way of Organizational Psychology in some time—that is, the **Quality Movement** in America.

An excellent roadmap to the quality movement can be found in the application guidelines for the Malcolm Baldrige National Quality Award. Telephone the National Institute of Standards and Technology at (301) 975-2036 to request a copy of the guidelines which operationally define quality utilizing seven criteria: leadership, information and analysis, strategic planning, human resources utilization, quality assurance, quality results and customer satisfaction.

You have probably heard about the 1990 recipients of this award—GM's Cadillac Motor Car Division, Federal Express Corpora-

tion, a division of IBM in Rochester, Minnesota, and Wallace Company, a Houston based family operated petrochemical firm. C. S. Wallace, Jr., President of Wallace Company, credits the firm's 19,000 hours of quality training, total organizational redesign, continuous review and modification of operating policies and procedures, and the empowerment of the entire workforce to make suggestions and follow through on their ideas for winning the award.

A real problem will be had by those of us who, over the next few years, work in an organization that suddenly gets hold of the Quality Pill—"Ahhh, at last a panacea to cure our sagging sales!" I/O practitioners should become as cognizant of TQM (Total Quality Management) as possible to know what is coming. (TQM's best known proponents include Demming, Juran and Crosby who have published their fair share of books and articles in the popular press.)

Who can argue against working to increase the quality standards in a company? Well, we may have to if our company is not ready for it. After all, TQM is not a change in quality, but **Karl Kuhnert** would argue, it is a revolutionary change in the way we do business. It is also not a short term process, according to John Wallace, CEO of a 1990 Baldrige award winner, who started the pursuit of TQM in 1985 and has yet to see the end in sight. **Rod Dean** laments the lack of TQM organizational readiness data, a sentiment echoed by **Karl Kuhnert**, who is concerned over the lack of TQM-related research in our professional literature. Without this basic research and proof of effectiveness, TQM may not be recognized by I/O practitioners. **Earl Weed** expressed concerns about the lack of research on selection standards that lead to effectiveness in highly participative cultures found in TQM or self-managed work team environments.

Is it possible we have become so "Druckerized," that we are the status quo against which the quality movement must struggle? It's a fascinating question actually. Are we prepared to drop or at least modify our attention to individual differences issues and begin focusing on team evaluation? For instance, what is the impact of TQM on an I/O bread-and-butter issue such as performance appraisal?

The quality movement may be able to sustain a great deal of the resources we provide as I/O practitioners—organizational development consulting, selection research, compensation principles, management philosophy and practice, training and development and many other areas will be directly called upon to provide service to the quality movement in America.

* * * * *

The Practice series books start up in 1991. These books, intended as

²Draft Report on The Prediction of Dishonesty and Theft in Employment Settings. APA-SIOP-Division 5 Task Force. October 1990.

companions to the Handbook of I/O Psychology, are targeted for release on a yearly basis. The first book, edited by **Doug Bray**, is titled *Working with Organizations and Their People: A Guide to Human Resources Practice* and will be available by April's SIOP conference. The second book in the series, edited by **Susan Jackson**, will be available in the spring of 1992 and is using the working title *Working Through Diversity: Human Resources Initiatives*.

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IOTAS

Steve W. J. Kozlowski

You may recall that the Society recognized **Harold Burtt**'s 100th birthday with a card signed by attendees of the Fifth Annual Conference in Miami. "Another birthday card to a great teacher" was provided by one of Burtt's distinguished students, **Frank Stanton**. Ruth and Frank Stanton are funding the Harold E. Burtt Chair in Industrial Psychology at The Ohio State University. Frank Stanton, president emeritus of CBS, Inc., studied under Professor Burtt at Ohio State in the 1930's, when he received his master's and doctorate degrees. In their birthday greeting the Stanton's wrote: "During our days at OSU you were teacher and friend. You enriched our lives and we are forever grateful for your wise counsel and caring help." Frank Stanton was an assistant to Burtt in 1931-1932 and a teaching assistant in psychology from 1932 to 1935. He completed his doctorate in 1935 and immediately joined CBS. He was named President of CBS, Inc., in late 1945 and served in that position until 1971. He was Vice Chairman until 1973, when he retired.

Frank Landy, Director of the Center for Applied Behavioral Sciences (CABS) at Penn State reports that CABS has just received a competitive award from the EEOC to develop a policy statement regarding the feasibility of using tests to replace chronological age in making mandatory retirement decisions for public safety officers. The 12 month, \$900,000 award has been given to a heterogeneous team of scientists who will prepare a report that EEOC will forward to Congress. Society members **Jim Farr**, **Bob Vance**, and **Ed Fleishman** will be among other scientists on the project team.

CABS has also received a two year, \$600,000 grant from the Nuclear Regulatory Commission (NRC) to examine the possible influence of organizational variables on nuclear power plant safety. The research will pay particular attention to issues of worker safety, plant and public safety, and regulatory compliance indicators. The research team is headed by **Frank Landy** and includes Society members **Rick Jacobs** and **John Mathieu**, among other researchers.

On another front, **Cathy Cline**, formerly the Director of the Office of Research for the New York City Personnel Department, is now with Landy, Jacobs and Associates as the Vice President for Project Development.

Sid Gael reports that he and Society members **Ron Ash**, **Sid Fine**, **R. J. Harvey**, and **Ed Levine** have been asked by Meridian Corporation, Alex-

andria, VA, to form an expert job analysis panel. The purpose of the panel is to consult with Meridian in their accomplishment of a project funded by the Department of Labor aimed at updating, revising, modifying, or replacing the Dictionary of Occupational Titles. The project goal is to provide occupational information users with accurate, useful occupational information in an efficient, cost effective manner.

Herbert P. Froehlich, known as "The Money Doctor" on Westchester, New York's main radio station, WFAS, and host of "Financial Fitness" on a regional NY cable station would like to hear from any psychologist who would share with his radio or TV audience their experiences and know-how about personal finances with a psychological emphasis. Discussion related to legal, retirement, corporate benefits, investment, or related issues having this human bent would be welcome. If you are interested, contact him at: Interstate Financial Group, phone (914) 997-2900.

James W. Miller Questar Data Systems, Inc., reports that Questar is expanding its scope of personnel research services by adding consulting to the range of services offered to its clients. Jim has moved into the position of Vice President, Organizational Research and Consulting. Joining Questar as consultants to support its new initiative are **Laurie B. Zaugg** and **Sally A. Blecha**. Laurie was formerly with Personnel Decisions Research Institute and Sally was with National Information Services. **Thomas M. Stutzman**, formerly of Organizational Innovations, Inc., has also joined Questar as a Senior Consultant. Tom will be operating out of Questar's newly established southeastern office in Greenville, South Carolina.

Stephen L. Cohen, Senior Vice President of Product Development with Wilson Learning Corporation, was elected to a three-year term (1991-1993) on the Board of Directors for the American Society for Training and Development (ASTD). His first duties as Board member include his assignment to the Long Range Planning Committee and also an appointment to ASTD's newly formed Institute for Workplace Learning. The purpose of the Institute "shall be to improve the performance of organizations and to increase opportunity for individual employees through research, analysis, and publication to the general public." It will be funded by corporate contributions as well as government and foundation grants. Given his new responsibilities, Steve will step down from Chair of the Editorial board for *Training and Development Journal*, a position he had held for the last three years, and serve only as a reviewer.

John R. Hinrichs, former SIOP Financial Officer, announces the formation of a new company, Spectrum Learning and Development, Inc. Spectrum will market generic ("off-the-shelf") training and development products to organizations of all types. Spectrum was formed as an

affiliate of John's existing research and consulting firm, Management Decisions, Inc. Both firms are headquartered in Darien, Connecticut.

David P. Jones, President of Personnel Designs, Inc. (PDI), reports that **Mark L. Lifter** has joined PDI as Managing Principal. Mark was formerly partner-in-charge of Ernst & Young's Midwest Region compensation and human resources consulting practice. At PDI Mark will have particular responsibility for the firm's practice in salary management, executive compensation, innovative reward systems, and computerized job evaluation system.

Ilene Gochman has joined the Chicago office of TPF&C as Midwest Practice Leader for Organizational Effectiveness Research. Ilene was formerly Vice President and National Director of the Organization Research Practice at a leading survey research firm. Before becoming a consultant, she held several human resource management positions at International Paper Company. She also served as Assistant Professor of Psychology at Rutgers University.

News from the University of New Haven: After more than a decade of service, **Benjamin Weybrew** retired this year to a life of travel and music composition. New to the faculty last year was **Susan Boardman**, a 1986 graduate of Columbia, who was Research Director at the International Center for Conflict Resolution at Teachers College. New this year is **Tara L'Heureux-Barrett**, who will finish her doctorate at the University of Connecticut this winter. They join **Bob Dugan** and **Gordon Simerson** in the thriving I/O graduate program at UNH.

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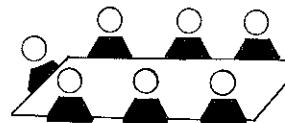
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Guest Editor: Dr David Fryer, Department of Psychology, University of Stirling, FK9 4LA Scotland.

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Submissions are invited on the above themes from any relevant disciplinary perspective (psychology, sociology, social anthropology, philosophy and history of social science etc.) from scholars based both within and beyond Europe.

Full papers should reach the Guest Editor by the end of May 1991.



Committees

Committee Update

Margaret Wagner

The Awards Committee and the Fellowship Committee are in the process of reviewing nominations for 1991.

The Continuing Education and Workshop Committee, chaired by **Elliott Pursell** (SIOP) and **Steve Doerflin** (APA), direct readers to the current issue of **TIP** for requests for proposals for 1992 workshops and information on a non-conference workshop being held this June.

Ron Johnson also suggests that readers look for information about the upcoming SIOP conference in this issue.

Lynn Offermann, chair of the Committee on Committees, reports that the committee is reviewing self-nominations to committee assignments and will be making recommendations for assignments by mid-January. The committee is also working on suggestions for APA committee nominations and is in the process of revising forms used to evaluate committee members.

Professional Affairs, State Affairs, and Education and Training are working on licensure/certification of I/O psychologists. **Val Markos**, chair of the State Affairs Committee, suggests reading the article on licensure issues by Donald Fischer in this issue of **TIP**.

Professional Affairs, chaired by **Margaret Ingate**, is also in the process of developing a survey for SIOP members to determine practitioners' needs for SIOP services.

Ron Downey reports that Education and Training is looking at students' perceptions of internships, ethics training in I/O psychology, and training standards for terminal masters students.

Doug Bray, chair of Professional Practice series, reports that the first book in the series, "*Working with Organizations and their People*," should be published by the April SIOP conference.

Don Davis, chair of External Affairs, reports that all of the External Affairs subcommittees are quite busy. The Public Affairs subcommittee

is preparing articles for the popular press and investigating the feasibility of having a professional public relations consultant. The Association Affairs subcommittee is organizing a symposium on "Workforce Quality" for APA this August. The University Affairs subcommittee is working to increase the coverage of I/O psychology in introductory psychology textbooks. The International Affairs subcommittee is taking steps to develop linkages with I/O psychologists on an international basis through the development of a database and increasing participation of I/O psychologists at international meetings.

Finally, Alan Kraut, Executive Director of APS, has news of interest to SIOP members in the testing arena. The following is a copy of an article which appeared in the APS November newsletter, outlining the issues surrounding the controversial "Civil Rights Act of 1990" (H. R. 4000).

Civil Rights Legislation and Employment Selection. On October 22nd, President George Bush vetoed civil rights legislation that sought to restore certain rights to victims of discrimination but also could have jeopardized the use of standardized employment selection procedures. H.R. 4000, the "Civil Rights Act of 1990," proposed to alter or reverse six recent Supreme Court decisions regarding job discrimination protections. The Act also widens the scope of EEO damages to entitle victims of all types of discrimination, not just racial discrimination, to seek punitive damages.

The provision most troublesome to industrial/organizational psychologists also was one of the most controversial aspects of the legislation and was a basis for President Bush's veto. At issue was the definition of "business necessity" as it applied to hiring or promotion practices, many of which involve standardized testing and assessment.

Under the legislation, employment practices proven to be biased would be unlawful unless they were required by "business necessity." An early version of the legislation defined business necessity simply as meaning "essential to job performance." Another defined it as "significantly related to successful job performance." Many objected to these definitions, saying that the difficulty in meeting such standards would result in the establishment of quotas.

In contrast, supporters of H.R. 4000 said the Supreme Court's actions in 1989 (*Wards Cove Packing Co. v. Antonio*) substantially diluted the standard of "business necessity" set forth in the 1971 *Griggs v. Duke Power Co.* decision, and shifted the burden of proof to the employee, who would have to prove that the practices being questioned were discriminatory *and* not a business necessity.

APS, working with members of its affiliate Society for Industrial and Organizational Psychology (SIOP) and the American Psychological Association (APA), supported the goals of H.R. 4000 and urged Con-

gress to define business necessity in a way that reflects established scientific employee selection methods, as presented in the "Principles for the Validation and Use of Personnel Selection Procedures." A letter from SIOP to Congress was cited on the floor of the Senate by Minority Leader Robert Dole (R-KS) in support of the position that the Act could result in the establishment of quotas.

In the bill sent to President Bush, the definition of business necessity has been greatly expanded in order to clarify the intention of the Act. Selection practices that measure job performance "must bear a significant relationship to successful performance of the job." Others "must bear a significant relationship to a manifest business objective of the employer."

The definition goes on: determining business necessity requires demonstrable evidence, including among other things, validation studies, expert testimony, and "testimony of individuals with knowledge of the practice or decision involved."

The Senate failed by a single vote to override the veto. However, sponsors of the legislation have said that they will introduce an even stronger civil rights measure early in the next session of Congress.

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For information, write or call Beebe Institute of Personnel and Employment Relations, College of Business Administration, Georgia State University, Atlanta, GA 30303-3083 (404/651-2792).

Georgia State University, a unit of
the University System of Georgia, is an equal opportunity educational institution and is
an equal opportunity/affirmative action employer.

OHRCVIEWPOINT:

Recession Firing: Look Before You Leap

by Adela Oliver, Ph.D.

President

Oliver Human Resource Consultants, Inc.

Recession worries are upon us all. The pressure to reduce staff gets stronger and stronger. As Senior Human Resource Executives, management looks to us for advice on how much to cut, when to cut, and methods for reducing staff. It is crucial in these trying days that companies not shoot themselves in the foot by short-sighted firing policies. The danger is that they are indeed doing just that.

In this time of Baby Bust demographics, companies must recognize some special risks attendant to staff reduction. Consider the following:

- Many companies in this country are suffering from a shortage of entry level workers. Will long-term objectives be subverted by letting these people go? Despite the recession, a company sorely in need of entry level workers will be making a serious error if this staff is fired now. The reason: too much competition for these employees and no way to replace them when business picks up.
- Is your company's early-retirement program removing people most likely to be of assistance, should you fail to recruit critical numbers of other employees? Companies must ensure that workers leaving through early retirement aren't going away angry. You may need them again very soon.

The recession will pass. Let's be sure that our current layoff policies don't rid us of the very people we will need before long.

Oliver Human Resource Consultants is an executive outplacement and organization development consulting firm based in New York



Oliver Human Resource Consultants, Inc.

250 West 57 Street, NYC 10107
212 307 5740

SIOP Membership Criteria

Wayne Camara
APA Science Directorate

Membership in the Society for Industrial and Organizational Psychology Inc., (SIOP) is open to Fellows, Members, and Associates of the American Psychological Association (APA) and Fellows and Members of the American Psychological Society (APS).^{*} Applications for Society Member, Associate or as Foreign or Student Affiliates of the Society are handled through the Society Membership Committee. Recommendations for status as Fellows are made through the Fellowship Committee.

SIOP's Purpose

Article 1, Section 2 of the Society's By-laws describes the Society's purpose as "to promote human welfare through the various applications of psychology to all types of organizations providing goods and services." Examples of such applications include: selection and placement of employees, organizational development, personnel research, design and optimization of work environments, career development, consumer research and product evaluation, and other areas affecting individual performance in or interaction with organizations.

Criteria for Membership in SIOP

Society members must: (1) currently be members in good standing of either APA or APS; (2) have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing; (3) be engaged in study or professional work that is primarily psychological in nature; (4) be engaged in professional activities (research, teaching, practice) related to the purpose of the Society, as stated above; and (5) have a minimum of one year's full-time service in such activities. The requirement for one-year's service may include any relevant full-time internships and pre- and post-doctorate work experience.

Applicants for Society member not receiving a doctoral degree in I/O Psychology, or the equivalent thereof, should support their application with any one of the following: (1) two articles published in I/O related journals; (2) two letters of recommendation written by current Society members; (3) name of I/O related courses taught; or (4) copies of unpublished research or evaluation reports in the I/O areas.

Applicants for Associate member must: (1) currently be associate members in good standing of APA; (2) completed two years of graduate study in psychology at a recognized school; (3) have a master's degree in psychology (or related area) from a recognized graduate school; (4) have a minimum of one year's full-time professional work in psychology; and (5) be engaged in professional or graduate work related to the purpose of the Society, as stated above.

Undergraduate and graduate students are eligible for student affiliate status in SIOP. Individuals applying for student affiliate status do not necessarily need to be majoring in psychology, but must have their faculty advisor sign their application form to verify they are currently a student in good standing. *Student members* are not required to be student members of APA or APS, but must be presently engaged primarily in formal study related to the purpose of the Society, as stated above.

SIOP Application Process

Individuals interested in applying for any membership status in the Society should complete a member/associate member application or the SIOP student affiliate application and return it to:

**SIOP Administrative Office
657 East Golf Road, Suite 309
Arlington Heights, IL 60005**

Application information and forms are printed in **TIP** twice each year. Additional application forms can also be obtained from the SIOP Administrative Office.

The application review process for members and associate members may take 60 days or more. Once your application is returned to the SIOP Administrative Office, membership in APA or APS must be verified and you will then receive an acknowledgement that SIOP received and is processing your application. Next, applications and supporting documentation are mailed to the SIOP Membership Committee for review and recommendations. Finally, your application must formally be approved by the SIOP Executive Committee. While you will be periodically notified of the status of your application during this process, you will not be officially admitted into SIOP until approval from the SIOP Executive Committee and payment of SIOP dues.

Applications from student affiliates are processed within 30 days of receipt because approval and review by the full Membership Committee is not required. New applicants for SIOP student affiliate status should enclose a check or money order made payable to SIOP for \$10.00 with the application.

Dues

Dues statements are mailed each fall to all members, associate members, and student affiliates of SIOP. Dues for SIOP members and associates are \$33.00 per year. Dues for student affiliates are \$10.00 per year. In previous years, student affiliates had to reapply to SIOP in order to continue to receive **TIP** and other benefits of membership. Beginning with the fall of 1990 dues statements, student affiliates will automatically be billed each fall and will not need to reapply. However, students will need to obtain the signature of their faculty advisor each year on the dues statement in order to retain student affiliate status in SIOP. Annual dues cover the calendar year for SIOP. Individuals accepted into SIOP prior to August 1st of each year will be billed the full dues for that year and receive all back issues of **TIP** and other mailings in that year.

Individuals may contact **Wayne Camara** at (202) 955-7653 for more information.

*APS does not have a separate category for associate membership but does admit individuals to full membership that do not possess a doctoral degree.

WRITTEN A GOOD BOOK LATELY?

Encourage your publisher to advertise your masterpiece in **TIP**! Advertising rates and additional information appear on the last page of this issue. This is an excellent way for you to support the Society while enhancing your royalties!



APPLICATION FOR MEMBERSHIP
SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, INC.
 DIVISION 14 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
 (Please Type)

Name and Address

Telephone No. (Wk) (Nm) (Fax)

BITNET Address:

Current APA status & Year elected:	Fellow	Year _____	Current APS Status & Year elected:	Fellow Member	Year _____
	Member	Year _____		Associate	Year _____
	Associate	Year _____			
Foreign affiliate	Year				

Check status in SIOP for which you are applying:

EDUCATIONAL BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Major area of specialization

Master's thesis title

Advisors(s)

Ph D thesis title

Advisors(s)

PUBLICATIONS (List your two most significant publications, if applicable)

Title of Publication	Publication	Date

PROFESSIONAL EXPERIENCE (List present position first and then list earlier positions)

Employer	Title	Supervisor	Dates
1.			From _____ To _____
2.			
3			

DUTIES On a separate page describe briefly the duties of each job. Identify by the above numbers

Show any additional information to support your application on the reverse side of this form or a separate page.

I certify the above information is correct. I authorize investigation of all statements contained in this application. I subscribe to and will support the purposes of the Society, "to promote human welfare through the various applications of psychology to all types of organizations providing goods or services, such as manufacturing concerns, commercial enterprises, labor unions or trade association, and public agencies."

..... Date Signature of Applicant

Return to: SIOP Administrative Office, 657 E. Golf Road, Suite 309, Arlington Heights, IL 60005

Scientific Affairs

Paul R. Sackett

This is turning into a busy year for the committee. Among our activities are the following:

1) We are working to increase SIOP member's understanding of APS and its activities, and similarly to increase APS awareness of the needs and concerns of SIOP members. A panel discussion on "The APS-SIOP connection: Exploring areas of mutual interest and benefit" will be held at our SIOP conference in April; it will feature APS Executive Director Alan Kraut, our current SIOP president Frank Landy, Milt Hakel, Paul Thayer, and will be moderated by Ruth Kanfer.

2) The APA Ethical Principles for Psychologists are being revised. Scientific Affairs was one of a number of SIOP committees which offered critical comment on the proposed Principles.

3) SIOP, APA, and Division 5 have jointly sponsored a Task Force on the Prediction of Dishonesty and Theft in Employment Settings, charged with reviewing and evaluating commercially available tests designed to predict theft and related behaviors. The Task Force has completed a draft document. Scientific Affairs is currently reviewing the draft and will offer suggestions for revision.

4) The Department of Labor has issued a statement of its plans to withdraw the General Aptitude Test Battery from use. Employers working with the U.S. Employment Service would no longer be able to screen applicants using the GATB. Scientific Affairs prepared a letter stating SIOP's opposition to this action, which was sent to the Department of Labor by our president, Frank Landy. The complete text of this letter appears elsewhere in this issue of TIP.

Other projects will be discussed in subsequent issues of TIP. Please call Paul Sackett (612-624-9842) with any questions or comments about the activities of the committee.

SIOP Responds to Plans to Suspend Use of the GATB

The Department of Labor has issued a statement of its plans to withdraw the General Aptitude Test Battery from use. Employers working with the U.S. Employment Service would no longer be able to screen applicants using the GATB. The Scientific Affairs Committee prepared a letter stating SIOP's opposition to this action, which was sent to the

Department of Labor by our president, Frank Landy. The complete text of this letter appears below:

August 20, 1990

Mr. Robert T. Jones
Assistant Secretary of Labor
Employment and Training Administration
U.S. Department of Labor
Room N-4470
200 Constitution Ave.
Washington, DC 20210

Dear Mr. Jones,

The Society for Industrial and Organizational Psychology is a 2,400-member organization and a Division of the American Psychological Association, an association of over 90,000 psychologists. The members of our Society are centrally involved in employee selection issues. Our Society's publication, entitled *Principles for the Validation and Use of Personnel Selection Procedures* is commonly considered a leading statement of the most current scientific thinking on personnel selection issues. They are frequently cited in Federal District Court cases on issues related to employment discrimination. In addition, our members conduct the research and practice that underlies legislative, judicial, and administrative action at the local, state and federal level.

We are writing to express our concern about the decision to suspend the use of the General Aptitude Test Battery pending the completion of a program of additional research. While we support the proposed program of research, we believe that the present form of the GATB should remain available to employers while the research is conducted.

As your proposed policy itself notes, the National Academy of Sciences study found that the GATB compares quite well with other commonly used aptitude test batteries. The study also endorsed the validity, generalization model which underlies the Employment Service's use of the GATB. We concur with the Academy that the GATB is a well respected test, supported by an extensive set of validity studies. We feel that its suspension will have deleterious consequences for both employers and job seekers alike.

One important reality that our profession acknowledges is that employment tests are imperfect instruments. They cannot tell us with perfect accuracy which applicants will prove to be the most superior employees; hence the continued striving to develop more valid testing

techniques. However, on a continuum from random hiring, which is no more valid than a coin flip, to this unmet ideal of the perfectly accurate selection system, tests which are more valid are preferred to those that are less valid. We fear that employers who are denied access to the GATB will turn to a less valid alternative, such as an informal interview or an employment test with little supporting validity evidence.

The consequences of a less valid alternative for an employer can be severe. Our profession has documented the productivity loss that results from the use of less valid or invalid selection procedures. While the dollar loss in productivity will vary as a result of factors such as firm size and labor market conditions, the failure to take advantage of a valid selection system can often cost a firm millions of dollars in lost productivity. Similarly, job applicants are harmed by the reliance on a less valid selection system: the higher the validity of the system, the greater the chance of a good person-job match.

Thus we recommend that absent an equally valid alternative to make available to employers, the GATB should remain available to employers while the research and revisions progress. We recognize that employment testing is a complex issue, and wish to express our willingness to assist the Department of Labor in any way that we can in reaching a final decision about testing policy.

Sincerely,

Frank J. Landy, President

**PRINCIPLES FOR THE VALIDATION AND USE OF
PERSONNEL SELECTION PROCEDURES: THIRD EDITION**

1987

Available Now From:

**SIOP Administrative Office
657 East Golf Road, Suite 309
Arlington Heights, IL 60005**

Price: \$5.00 each for 1-9 copies
\$4.00 each for 10-49 copies
\$3.00 each for 50 copies and up

**Update—Graduate Training Programs in
Industrial/Organizational Psychology
and Organizational Behavior
(November, 1990)**

The following programs wish to be added to the listing of graduate training programs or have a change they wish noted. Please place a copy of these additions and corrections in your booklet. Future copies of the current booklet (1989) will contain a slip sheet with these changes.

Industrial/Organizational Programs:

1. **University of Central Florida**—offers a MS in I/O Psychology. Please write to the following person for details:

Dr. Wayne Burroughs
Department of Psychology
University of Central Florida
P.O. Box 25000
Orlando, FL 32816-0390
(407) 823-2219

2. **Illinois State University**—offers a MS in I/O Psychology. Please contact the following person for details:

Dr. Mel Goldstein, I/O Sequence Director
Department of Psychology
Illinois State University
DeGarmo Hall 435
Normal, Illinois 61761-6901
(309) 438-8139 or 8701

3. **Middle Tennessee State University**—offers a MS in I/O Psychology. Please contact the following person for details:

Dr. William Vermillion
Department of Psychology
P.O. Box 87
Middle Tennessee State University
Murfreesboro, Tennessee 37132
(615) 898-2706

4. **The University of North Carolina at Charlotte**—offers a MS in I/O Psychology. Please contact the following person for details:

Dr. David C. Gilmore
Department of Psychology
The University of North Carolina at Charlotte
Charlotte, NC 28223
(704) 547-4731

5. Texas A&M University—offers a Ph.D. in I/O Psychology. Please contact the following person for details:

Dr. Charles Samuelson
Graduate Admissions
Department of Psychology
Texas A&M University
College Station, Texas 77843-4235
(409) 845-7146

Organizational Behavior Programs:

1. Purdue University—offers a Ph.D. in Organizational Behavior and Human Resource Management. Please contact the following person for details:

Dr. Larry Williams
Krannert School of Management
Purdue University
West Lafayette, IN 47907
(317) 494-4459

2. Tulane University—offers a Ph.D. in Organizational Behavior. Please contact the following person for details:

Dr. Arthur P. Brief
A. B. Freeman School of Business
Tulane University
New Orleans, LA 70118-5669
(504) 865-5662

JOB OPENINGS?

Contact the Business Manager to advertise in TIP.
Michael K. Lindell, Department of Psychology, 129 Psychology Research Building, Michigan State University, East Lansing, MI 48824-1117. (517-353-8855).

Calls and Announcements

SIOP Continuing Education and Workshop Committee

The Society for Industrial/Organizational Psychology Continuing Education and Workshop Committee is now accepting pre-conference workshop proposals for the 1992 Society Conference and the APA Convention.

Submission Procedure. Interested individuals should submit a one-page description of the proposed workshop, behaviorally-based learning objectives, and indicate a suggested length (half or full day) for the workshop. Please include your vitae or the name, address, and qualifications of a suggested presenter(s).

Invitations to present workshops are contingent upon committee review and approval. Proposals promoting business interests, including products and services, will not be considered. The committee reserves the right to modify and/or combine proposed workshops as appropriate, to meet the needs and interests of workshop participants.

Workshop proposals should be sent to:

**Attn: Margo G. Ward/Gretchen S. Zollinger
Site Training and Development Department
Burroughs Wellcome Co.
P.O. Box 1887
Greenville, NC 27834
FAX (919) 830-7050**

Deadline for receipt of workshop proposals is March 22, 1991.

12th Annual I/O & OB Graduate Student Convention

Hosted by the University of Missouri-St. Louis, April 5-7, 1991, in St. Louis, Missouri. Convention will feature graduate student presentations,

as well as invited addresses, workshops, and panel discussions by prominent scholars and practitioners. Registration fee is \$30 and the paper deadline is January 28, 1991. For more information write:

Liz Lane
Department of Psychology
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121
or call: (314) 553-6278

Call for Award Nominations

The Organizational Behavior Division of the Academy of Management announces its annual call for nominations for its "Outstanding Publication in Organizational Behavior Award." The award will be presented to a publication appearing during the 1990 calendar year in recognized outlets that are generally available to division members. *Recipients of the award need not belong to the Academy of Management.*

The "Outstanding Publication in Organizational Behavior Award" is given for the most significant contribution to the advancement of the Organizational Behavior field. Theoretical and empirically-based research publications are eligible.

Each Academy of Management member may nominate one publication for the award, but no member may nominate more than one publication. Nominations should be made in writing and must include (a) a rationale justifying receipt of the award by the nominee(s), and (b) a full bibliographic citation of the nominated work. Self-nominations will not be accepted. *To receive consideration, material must be postmarked no later than March 30, 1991.*

The recipient of the award will be announced at the August 1991 Academy Meeting during the OB Division's business meeting and will be presented a certification of recognition.

All nominations should be sent to: **Susan E. Jackson, Department of Psychology, 3210 Tolman Hall, University of California, Berkeley, CA 94720.**

1991 Personnel/Human Resources Scholarly Achievement Award Call for Nominations

The Personnel/Human Resources Division of the Academy of Management announces a call for nominations for its annual "Scholarly Achievement Award." The award will be presented to a work published in recognized periodical outlets, such as journals and research annuals, that are generally available to Division members. Nominated papers must have a publication date of 1990. Recipients of the award need not belong to the Academy of Management or the Personnel/Human Resources Division.

The Personnel/Human Resource Scholarly Achievement Award is given for the most significant publication on issues important to the Personnel/Human Resource Management field. Publications may be empirically or non-empirically based. Papers nominated for this award will be judged with regard to the extent of their contribution to the advancement of the field.

Individuals may nominate one publication for the award. Nominations should be made by a letter to the Chair of the Awards Committee and should include (a) a rationale justifying receipt of the award by the nominee(s), and (b) a full bibliographic citation for the nominated work. Self-nominations will not be accepted.

The award winner will be announced at the August, 1991 Academy of Management Meeting, during the Personnel/Human Resource Division's Business Meeting. Award Recipients will be presented with a plaque of recognition.

All nominations should be sent to **John Boudreau, Center for Advanced Human Resource Studies, School of Industrial and Labor Relations, Cornell University, 393 Ives Hall, Ithaca, New York 14851-0952.** *To receive consideration, nominations must be postmarked no later than March 14, 1991.*

Division of Consulting Psychology of the American Psychological Association Call for Nominations: Awards for Excellence in Consultation

The Division of Consulting Psychology announces a call for nominations for two awards for excellence in consultation. Each award, accompanied by a check for \$1,000, will be presented at the APA Convention in San Francisco in August, 1991.

The *Perry L. Rohrer Award* is given annually to an APA member whose career achievements reflect outstanding service to organizations, public or private, by helping them respond more effectively to human needs. This award is funded by the consulting firm of Rohrer, Hibler & Replogle, in honor of a founding member who epitomized the standards of excellence which they and the Division seek to perpetuate.

The *National Psychological Consultants to Management Award* is given annually to an APA member, or member-sponsored student, whose work has had a significant positive impact on an organization and/or has enhanced our knowledge and utilization of the consulting process. The award is named for the organization which funds it, an association of psychological consulting firms dedicated to professional development of the field by recognizing and rewarding innovative, meritorious achievement.

Nominees from any field of psychology are welcome, and nominations may be submitted by anyone. Contact: Dale R. Fuqua, Chair, APA Div. 13 Awards Committee, Applied Behavioral Studies, Oklahoma State University, 116 N. Murray Hall, Stillwater, OK 74078. Phone: 405/744-6040. Deadline: March 29, 1991.

William James Book Award for 1991

The Division of General Psychology of the American Psychological Association announces the competition for the sixth Annual William James Book Award of the Division. Carrying a prize of \$1,000, the award is given for a submitted work, published within the past five years, that best serves to provide an integration of the diverse subfields of

psychology. The purpose of the award is to encourage attempts to build bridges among the increasingly disparate areas of psychology and to promote the development of common denominators that may vitiate the fractionation occurring as specialty areas continue to evolve in our field.

A variety of publications will be considered, but an emphasis in judging will be given to breadth or comprehensiveness, to the integrative power of the concepts proposed, and to general readability. The Division is not looking for analytic reviews or biographies but for efforts at synthesis, at building novel linkages or structures that reach for an integral whole that did not exist before. Previous winners have been *Mind and Body* by George Mandler, *The Mind's New Science* by Howard E. Gardner, *The Nature of the Child* by Jerome Kagan, *Notebooks of the Mind* by Vera John-Steiner, and *Rational Choice in an Uncertain World* by Robyn M. Dawes.

Those wishing to enter the competition must submit three copies of the publication to be considered: a one-page statement that explains the strengths of the publication as a meritorious, integrative work; and a *vitae* of the author or authors. Authors should be willing to present an address based upon their work at the APA Convention following the announcement of their award and to permit the Division to print the address in the *Division Newsletter*. To be considered, the work must bear a publication date of 1986 to 1991 inclusive. Deadline for submission is April 15, 1991. Materials should be sent to **William James Book Award, Department of Psychology, George Mason University, Fairfax, Virginia 22030**. Additional information and a list of criteria may be obtained by writing to the above address or by calling **Prof. C. Alan Boneau at (703) 323-2203**.

Festschrift Honors Fiedler

The Leadership Studies Program at Claremont McKenna College and the Claremont Applied Social Psychology Symposium have scheduled a symposium to honor Fred Fiedler on the occasion of his retirement from full time teaching. The program will address contemporary issues in leadership, team, and organizational effectiveness and identify promising new directions for research.

A partial list of speakers includes Fielder, Roya Ayman, Lee Beach, Martin Chemers, Pete Dachler, Ed Hollander, Bob House, Dan Ilgen, Renata Mai-Dalton, Joe McGrath, and others. Events will take place on

Friday and Saturday, February 22-23, 1991, at Claremont McKenna College in Claremont, California. For more information contact **Martin M. Chemers, Department of Psychology, Pitzer Hall, Claremont McKenna College, Claremont, CA 91711; or bitnet MCHEMERS@hmcvax.claremont.edu.**

**Call for Papers for the
Center for Creative Leadership's Second
Research Conference on Leadership
July 28-31, 1991
Colorado Springs, Colorado**

This conference is intended for researchers working actively in the area of leadership. Those who wish to be considered for invitation should submit a 1,000-word abstract.

The following criteria will be used in the acceptance decision:

1. The study(s) should be focused on "The Impact of Leadership," with both "Impact" and "Leadership" broadly defined.
2. The study(s) must be data-based—i.e., no conceptual papers, nor anecdotes, nor testimonials unless accompanied by quantifiable data.
3. Innovative studies covering unusual topics (e.g., planetary motion, or unusual populations—birds, animals, or insects) will be welcomed, along with more typical studies of employees, soldiers, students, prisoners, athletes, taxpayers, etc.
4. Participants must agree to prepare a complete paper by June 1, 1991, for circulation to other attendees.
5. Participants must agree to prepare a (possibly) revised version for inclusion in a book to be published on the proceedings. (The earlier conference resulted in *The Measures of Leadership* [1990], edited by Clark and Clark.)

There will be no Registration Fee, but participants will be expected to cover their own travel and lodging costs, and to contribute \$200 to cover conference meals and social hours. Send papers to: **David Campbell, Ph.D., 1991 Leadership Conference Chairman, Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300. Paper submission deadline: January 15, 1991.**

PSYCOLOQUY Submissions

PSYCOLOQUY is an electronic psychology journal that disseminates information of interest to researchers working in a variety of psychology related areas. The journal is being sponsored on an experimental basis by the Science Directorate of the American Psychological Association. **PSYCOLOQUY** is co-edited by Stevan Harnad (Psychology Department, Princeton University) and Perry London (Graduate School of Applied and Professional Psychology, Rutgers University). Cary Cherniss (Graduate School of Applied and Professional Psychology, Rutgers University) is Associate Editor, Clinical/Professional Psychology.

Alison Davis-Blake, Mark Fichman, and Carol Kulik are acting as sub-editors for the areas of industrial/organizational psychology and organizational behavior. They invite you to send postings for possible inclusion in **PSYCOLOQUY**. Their e-mail addresses appear below.

PSYCOLOQUY can be accessed via USENET (`sci.psychology.digest`), and BITNET (`psych@tcsvm.bitnet`). If you receive **PSYCOLOQUY** on the INTERNET, the name will depend on local custom and usage. For more information about subscribing to **PSYCOLOQUY**, contact your local computing group. If you still are not able to access **PSYCOLOQUY**, contact Mark Fichman.

If you prefer to receive **PSYCOLOQUY** postings through your electronic mail, send the one line message

Sub Psych Firstname Lastname

(substituting your first and last names) to `listserv@tcsvm.bitnet`.

Appropriate submissions to **PSYCOLOQUY** include:

1. News items of interest to organizational researchers. **PSYCOLOQUY** can be used to disseminate information related to professional organizations and journals. For example, the Society of Industrial/Organizational Psychology might use this forum to announce information about national meetings, workshops, etc. Journals might use **PSYCHOLOQUY** as a way to provide subscription information, calls for papers, announcements of special issues, etc.
2. Job announcements. **PSYCOLOQUY** can be used to announce openings in professional positions. Schools who have openings in the areas of industrial/organizational psychology or organizational behavior are invited to submit job announcements for posting.

3. Abstracts or preprints. PSYCOLOQUY presents a unique opportunity for rapid dissemination of research results. Researchers are invited to submit brief summaries of their research for posting.
4. Scholarly skywriting. PSYCOLOQUY can be used to "pilot" new ideas and findings with peers the world over. The speed and interactiveness of a computer-mediated journal will encourage the development of networks of researchers working on related topics.

The e-mail addresses of the three subeditors are: **Alison Davis-Blake**, Department of Management, University of Texas at Austin, Bitnet address: ad18@Internet/Usenet address: ad18@andrew.cmu.edu; **Mark Fichman**, Graduate School of Industrial Administration, Carnegie Mellon University, Bitnet address: mf4f@Internet/Usenet address: mf4f@andrew.cmu.edu; **Carol Kulik**, Department of Business Administration, University of Illinois at Urbana-Champaign, Bitnet address: ck2a@Internet/Usenet address: ck2a@andrew.cmu.edu

Call for Papers Studies in Technological Innovation and Human Resources (Vol. 4) Women and Technology

Studies in Technological Innovation and Human Resources is a series of books, with a volume published every two years by *de Gruyter* (Berlin and New York). The upcoming Volume 4, *Women and Technology*, will particularly include papers that are: International, interdisciplinary, theoretical, empirical, macro, and micro.

Each manuscript must have a concluding section entitled **IMPLICATIONS FOR RESEARCH AND MANAGEMENT**. As well, the paper's relationship to the subject of **WOMEN** must be made clear.

Papers are selected on a **COMPETITIVE** basis (< 20% acceptance rate for previous volumes.)

Papers should conform strictly to the rules of the APA (American Psychological Association) style guide (3rd Edition). All submissions must be original works which have not appeared elsewhere, and which are not being considered for publication by any other outlet at this time. Since the review process will be anonymous, please prepare your manuscript accordingly. Five copies should be submitted to the address below. *Deadline for submission is October 1, 1991*. If you would like to

discuss your topic, please call Urs E. Gattiker at (403) 320-6966 (mountain standard time).

Please submit *five copies* of your manuscript, including a postcard to acknowledge receipt and a self-addressed envelope to communicate reviewer's comments to: **Urs E. Gattiker, Editor, Technological Innovation and Human Resources, Faculty of Management, The University of Lethbridge, Lethbridge, Alberta, Canada T1K 3M4, FAX: (403) 329-2038, E-Mail (Bitnet): GATTIKER2@HG.ULETH.CA**

Test User Training Work Group Needs Examples of Test Misuse

The Test User Training Work Group (TUTWoG), one of two interdisciplinary work groups sponsored by the Joint Commission on Testing Practices, is now preparing a book of case studies illustrating both good and poor testing practices in a variety of settings. The casebook, which is designed to accompany an appropriate text, is intended for use in beginning graduate training programs for a broad spectrum of test users.

Work on the casebook began in 1989 and is scheduled for completion in 1992. The casebook is based on the data base on test misuse gathered for an earlier study of test user behavior conducted by the Test User Qualifications Working Group (TUQWoG), the predecessor of TUTWoG. The breadth and richness of the TUTWoG data base provided a rare opportunity to extend its use to the development of training materials. A survey conducted among testing experts revealed a preference for a casebook. A later survey of over 45 textbook authors indicated support by this group for material to supplement that provided in textbooks. In response to a suggestion made from the textbook authors, plans call for the casebook to be cross-referenced to major textbooks to facilitate its use.

The case studies are drawn from the following settings in which tests are used: (1) educational (K-12); (2) counseling and occupational choice; (3) employment; (4) clinical, including objective personality and projective tests, individual intelligence and neuropsychological tests, and speech-language-hearing tests; and (4) use of tests in special situations such as college and graduate school admissions selection. Cases are still needed in such areas as cross-cultural testing of adults, neuropsychological assessment, teacher use of tests in the classroom, college

admissions selection (SAT and ACT), testing of women, minorities, and older persons, storing of test information in files and length of time appropriate for its use, and examples of these types of test misuses are urged to contact TUTWoG chair **Dr. Lorraine D. Eyde, 2400 S. Arlington Ridge Rd., Arlington, VA 22202** to obtain critical incident forms.

Publication of the TUTWoG casebook is scheduled for 1993. Readers with suggestions or questions should contact Dr. Lorraine Eyde at the above address.

The Joint Committee on Testing Practices is an interdisciplinary group sponsored by the American Association for Counseling and Development, the American Psychological Association, the American Speech, Language, and Hearing Association, and the National Council on Measurement in Education.

Request for the Donations of Books and Journals

Paul Thayer received a request by a Nigerian graduate student in I/O psychology for books, journals, and other relevant reference materials in the areas of organizational behavior, selection, and training. He specifically mentioned the "Handbook of Industrial and Organizational Psychology" by Dunnette and "Training Program Development and Evaluation" by Goldstein. If anyone can help, please send your donation to: **Mr. Ben O. Njoku, Dept. of Psychology, University of Nigeria, Nsukka, Anambra State, Nigeria.**

The O. D. Institute Announces

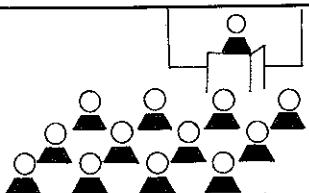
Call for Presentations: You are invited to make a presentation at a multi-racial conference March 12-14, 1991, in the mountains north of Johannesburg on "Burning Issues of Strategic Change Management: Are We Learning Enough From The South African Experience." It is being organized by The Community Development and Management Association of Africa (CDMAA), a multi-racial association of African

community leaders interested in non-violent change. In order to better understand the situation in South Africa, a three week visit is being planned. Louw DuToit, RODC is working out arrangements for us to visit with Desmond Tutu, Gatsha Buthelezi and possibly Nelson Mandela. We will also visit Botswana and Namibia to see how rapid change is being managed there.

Call for Presentations: You are invited to make a presentation at a meeting May 20-21, 1991, of the international Research/Study Team on Nonviolent Large Systems Change at George Williams College outside Chicago. Registration is free but please let us know if you are planning to attend so we can arrange for sufficient space. Last year participants were present from: Estonia, China, Kuwait, Israel, South Africa, England and other countries. You are invited to come and share your ideas on nonviolent conflict resolution with an international team.

Call for Presentations: You are invited to make a presentation at The 11th O.D. World Congress July 16-20, 1991, in Berlin, Germany, on "Organization Development: The Competitive Advantage." The Chairman for The 11th O.D. World Congress is **Dr. Rudiger Pieper, RODC** who lives in Berlin. He has made arrangements for the West German government to subsidize a one week seminar July 10-16 for us. The World Congress would take place July 16-20, 1991. For more information contact: **The O.D. Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026, USA Telephone: (216) 461-4333. FAX: (216) 729-9319.**

Meetings



Upcoming Conferences and Meetings

Note: This list was prepared by Ilene Gast for SIOP's External Affairs Committee. If you would like to submit additional entries please write **Ilene Gast at Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E Street, NW Washington, DC 20415**, or call **(202) 606-0388**, or FAX entries to **(202) 606-1399**.

Mar. 23-27 Annual Conference of the American Society for Public Administration. Washington, DC. Contact: ASPA, (202) 393-7878.

Apr. 1-6 29th Annual National Society for Performance and Instruction (NSPI) Conference. Los Angeles, CA. Contact: National Headquarters, NSPI, (202) 861-0777.

Apr. 3-7 Annual Convention, American Educational Research Association. Contact: AERA, (202) 223-9485.

Apr. 4-6 Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (202) 223-9318.

Apr. 25-28 Sixth Annual Conference of the Society for Industrial and Organizational Psychology. St. Louis, MO. Contact: Ronald Johnson, Chair: (703) 231-6152.

May 6-9 19th International Congress on the Assessment Center Method. Toronto, Canada. Contact: Cathy Nelson, (412) 257-0600, ext. 351.

May 19-23 Annual Conference of the American Society for Training and Development. San Francisco, CA. Contact: Mary Ryan, ASTD, (703) 683-8188.

June 2-4 Fourth International Conference on Comparative Management. Kaohsiung, Taiwan, Republic of China. Contact: Prof. Victor W. Liu, Dean of College of

Management, National Sun Yat-sen University, Kaohsiung, 80424, Taiwan, R.O.C. FAX: 886-7-531-3565; Telephone: 886-7-531-6171, ext. 4505.

Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077.

Annual Conference of the Society for Human Resource Management (formerly the American Society for Personnel Administration). Cincinnati, OH. Contact: SHRM, (703) 548-3440.

Annual Conference of the International Personnel Management Association Assessment Council. Chicago, IL. Contact: Ellen Young, IPMA, (703) 549-7100.

Second European Congress of Psychology: Cultural Diversity and Integration as a Topic and/or Process in Psychology. Budapest, Hungary. Contact Second European Congress of Psychology, H-1378, P.O. Box 4, Budapest, Izabella u. 46. Telefax: (35)-(1)-119-5699.

International Ergonomics Association 11th Congress. Paris, France. Contact: Mme. J. Monnier, Secretariat IEA 91, Laboratoire d'Ergonomie et Neurophysiologie du travail, 41, rue Gay-Lussac F-75005 Paris (France), FAX (33) 1.47.07.59.01.

Annual Meeting of the National Academy of Management. Miami Beach Florida. Contact: Don Hambrick, (212) 854-4421.

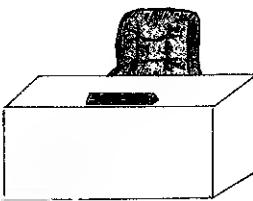
Annual Convention of the American Psychological Association. San Francisco, CA. Contact: APA, (202) 955-7705.

Annual Convention of the American Statistical Association. Atlanta, GA. Contact: ASA, (703) 684-1221.

International Personnel Management Association. International Training Conference and Exposition. Philadelphia, PA. Contact: IPMA, (703) 549-7100.

Positions Available

Michael K. Lindell



CONSULTANT OR SENIOR CONSULTANT. Personnel Designs, Incorporated is a full-range human resources consulting firm with offices in Detroit, Houston, Stamford, and Hartford. Across the offices, Personnel Designs has one of the largest complements of Industrial-Organizational Psychologists in the nation. Our business spans a range of industry groups, including the manufacturing, electronics, retail, transportation, pharmaceutical, petroleum, health care and entertainment industries. We work in both the public and private sectors. We are seeking Ph.D. or Master's level I-O psychologists who have strong writing, presentation, psychometric and statistical skills. Initial job duties would depend upon previous experience, and would include participation in a range of activities associated with the construction and implementation of selection systems (e.g., test development, test validation, interview construction and training, assessment center design), performance appraisal systems, career developmental programs, compensation programs, and attitude surveys. Advancement potential within the firm, commensurate with performance and ongoing development of skills. Salary competitive. Send resume to: **Dr. John D. Arnold, Vice President, Personnel Designs, Incorporated, P.O. Box 36778, Grosse Pointe, MI 48236.**

SURVEY DIRECTOR. Prestige, rapid growth International consulting firm seeks highly qualified individual to assume responsibility for managing client engagements. ISR specializes in employee and management attitude surveys for world-class multinational companies. A Survey Director manages all aspects of the survey process, from client-specific questionnaire design through to final report presentation and monitoring of follow-up. Approximately 50% travel is required.

The candidate should possess the following: Ph.D. in the behavioral sciences, successful business experience, exceptional interpersonal skills,

fluency in Spanish, French, or German desirable. Exceptional salary and benefits. Send resumé to: **Search Director, International Survey Research Corporation, 303 E. Ohio, Chicago, IL 60611.**

HUMAN RESOURCES RESEARCH INTERNS. BellSouth Corporation, a leader in the telecommunications and information industry, is currently accepting applications for Pre-Doctoral (3rd and 4th Year) Industrial/Organizational Psychology internships. These positions provide an excellent opportunity to conduct applied research, develop various human resources programs, and gain insight into the environment of a major corporation while interacting with a large staff of I/O Psychologists. The internships are full time and are normally six months in duration. All positions are located in Atlanta, Georgia, with several internships becoming available January and July.

Qualified applicants should be enrolled in an I/O Psychology doctoral program, and have completed a Master's degree or equivalent (i.e., admitted to doctoral candidacy). Applicants should possess strong research and analytical skills as well as good written communication skills. Expertise in computer skills (SAS, SPSS, PC) is highly desirable.

Interested graduate students are invited to submit a cover letter, vita, and two letters of recommendation to: **Dan Whitenack, Ph.D., Human Resources Research, BellSouth Corporation, 1155 Peachtree Street, N.E., Room 13D03, Atlanta, Georgia 30367-6000.**

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: A tenure-track faculty position (Assistant Professor) is available at the Illinois Institute of Technology in Chicago beginning Fall 1991. Responsibilities include teaching undergraduate and graduate level courses, and supervision of Masters and Ph.D. theses. Qualified applicants should have a strong interest in personnel psychology and a commitment to an active ongoing research program. A Ph.D. is required and field experience is desirable. Send vita, three letters of recommendation and a sample of research papers to: **Dr. Roya Ayman, Director, I/O Program, Department of Psychology, Illinois Institute of Technology, Chicago, IL 60616.** Recruitment will continue until a suitable candidate is found. IIT is an equal opportunity/affirmative action employer, M/F/V/H.

CHAIRPERSON, DEPARTMENT OF PSYCHOLOGY. Applications and nominations are invited for the position of Professor and Chairper-

son of the Department of Psychology at Indiana-Purdue University at Indianapolis. We seek a person with a record of outstanding scholarship, an active research program, and a commitment to the development of strong research and teaching programs at the graduate and undergraduate levels. This is a 12-month position and the salary is competitive. Indianapolis is the twelfth largest city in the United States. The city uniquely combines the cultural amenities of urban life with the residential qualities of smaller communities and at the same time is highly affordable. Indiana-Purdue University is the third-largest university in the state, with nearly 28,000 students, 2,000 faculty and 165 degree programs in 17 Schools and Divisions.

The Department of Psychology is part of the School of Science, and currently has 22 full-time faculty, 350 undergraduate majors and 70 graduate students. The Department will be moving into new research and teaching quarters within 3 years. Currently the Department has strengths in several areas of applied and experimental psychology. A Ph.D. program is offered in Rehabilitation Psychology and M.S. programs in Rehabilitation, Industrial and Applied Social Psychology. Interactions are available with other departments within the School of Science, and with other schools within the University, such as the School of Medicine, and with industry.

Deadline for applications is February 1, 1991, and the position begins August 1, 1991. Applicants should submit a letter of interest and a curriculum vita (including a statement of research interests) and request that three letters of recommendation be sent to: **Dr. John Kremer, Chairman of the Search and Screen Committee, Department of Psychology, Indiana-Purdue University at Indianapolis, 1125 E. 38th St., Indianapolis, IN 46205-2810.** Indiana-Purdue University is an equal opportunity employer.

HELLERVIK-PDI CHAIR IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY. The Department of Psychology at the University of Minnesota seeks nominations and applications for a distinguished scientist/teacher specializing in industrial/organizational psychology.

The position is intended to emphasize the organizational psychological side of the discipline and to focus on the enhancement of individual performance, job satisfaction, occupational stability, and effective career progression. This focus includes such areas of research, theory, and practice as leadership, motivation, training and instruction, decision making, counseling and individual development, stress management, work group dynamics, and organizational development.

Applicants would be expected to maintain a strong program of

research, advise graduate students, teach courses, and contribute to the service needs of the department, college, and university.

Candidates must have the Ph.D. and an exemplary research record. Salary will be competitive for positions of this nature. The holder of the Hellervik Chair will be an associate or full professor tenured in the Psychology Department. The Hellervik Chair offers significant research support for an initial term of three to five years with the possibility of an extension of such support for an additional three years.

Interested candidates should submit a vita, three letters of reference, representative publications, and a summary of current and future research interests to: **Professor John Campbell, Department of Psychology, University of Minnesota, 75 E. River Rd., Minneapolis, MN 55455.**

Applications must be received by February 8, 1991.

The University of Minnesota is an equal opportunity educator and employer and specifically invites and encourages applications from women and minorities.

TENURE TRACK POSITION IN I/O PSYCHOLOGY. The Department of Psychology at Auburn University solicits applications for a tenure track position in its I/O doctoral program. Rank open. The position requires both undergraduate and graduate teaching. Interest in supervising the research and practice of graduate students is essential as is evidence of, or potential for developing, an active research program. Forward a letter describing current interests, a vita, selected reprints/preprints, and three letters of recommendation to **Philip Lewis, Ph.D., I/O Search Committee, Department of Psychology, Auburn University, AL 36849-5214.** Minorities and women are especially encouraged to apply. Auburn University is an Equal Opportunity/Affirmative Action Employer.

TENURE-TRACK POSITION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. The Department of Psychology at Middle Tennessee State University, located in an industrial growth area 30 miles south of Nashville, has an assistant professor opening, beginning Fall of 1991, to join five current I/O faculty. The position requires both undergraduate and graduate teaching, supervision of graduate student research, and the development of a research program. Preferred applicants will be those with experience in an industrial setting, through work, consulting, or internship programs. The Department has seven

graduate programs, currently enrolls over 40 I/O students, and offers a wide range of applied I/O courses at the advanced undergraduate and graduate levels. MTSU is an equal opportunity/affirmative action employer; minorities and women are encouraged to apply. Please send vita, transcripts, and three letters of recommendation to **Dr. Larry W. Morris, Chairperson, Department of Psychology, MTSU, Box 87, Murfreesboro, TN 37132**. To receive full consideration, materials should be posted by January 30, 1991.

INDUSTRIAL/ORGANIZATIONAL: The Psychology Department at Appalachian State University invites applications for a tenure-track faculty position at the assistant professor level beginning August 1991. Preference will be given to candidates prepared to teach courses in attitude measurement and survey techniques and organizational development.

All candidates should be prepared to contribute to our undergraduate and graduate programs, including thesis supervision. Preference will be given to candidates who are committed to excellence in teaching and have teaching experience. Successful candidates will be expected to develop and maintain an active research program. Appointments are contingent on completion of all requirements for the doctoral degree.

In addition to a large undergraduate program, the Department offers masters degree programs in clinical, general theoretical, industrial/organizational, school, and rehabilitation psychology. Currently, the Department has 30 full-time faculty, approximately 300 undergraduate majors and 80 full-time graduate students.

Applications consisting of a letter of application, a current resume, copies of graduate transcripts, and three letters of recommendation should be sent to **Dr. James D. Long, Acting Chair, Department of Psychology, Appalachian State University, Boone, NC 28608**. Deadline for receipt of *completed* applications: January 22, 1991. Other supporting documents (e.g., reprints of published articles) are welcomed. Appalachian State University is an equal opportunity/affirmative action employer. We encourage applications from female and minority candidates and candidates with disabilities.

CONSULTING INTERN. Development Dimensions International, a world leader in human resource management, consulting, assessment, development, and training, is seeking post-masters candidates with backgrounds in industrial psychology, personnel management, or ap-

plied social psychology who are interested in an exciting and challenging 4-6 month internship. Candidates must have an interest in a consulting career, possess effective oral and written communication skills, and have a strong quantitative background. Projects may include conducting a job analysis, evaluating the validity and adverse impact of selection programs, designing and implementing a new selection system, and/or conducting research investigations in these areas. Send cover letter and resumé/vita to **Susan Cohen, Development Dimensions International, P.O. Box 13379, Pittsburgh, PA 15243**. Equal Opportunity Employer.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY ORGANIZATIONAL BEHAVIOR. Rollins College, a small liberal arts college in Winter Park, Florida, is looking for an assistant professor for the Organizational Behavior Program at our campus in Rockledge, Florida. The Organizational Behavior major is an evening degree program serving adults who are seeking bachelor's degrees. This is a tenure-track position that can begin in January or September, 1991.

We are looking for an individual who can teach courses such as Organizational Development, I/O Psychology, and Group Dynamics. Please send resumes with a list of references to **Dr. Robert Smither, Director, Organizational Behavior Program, Department of Psychology, Rollins College, Winter Park, FL 32789. Telephone: 407/646-2206**. Rollins College assures equal employment opportunity through a continuing and effective affirmative action program. Minorities and women are encouraged to apply.

ORGANIZATIONAL PSYCHOLOGIST: The University of Tulsa has a tenure-track position for an Assistant Professor in Organizational Psychology beginning in September, 1991. Minimal qualifications include a Ph.D., a strong background in organizational theory, and an empirical research focus. The successful candidate will be expected to: (a) develop a productive research program; (b) contribute to our Masters and Doctoral programs in I/O and Clinical Psychology; and (c) teach at the undergraduate level. The salary is commensurate with others in the region and is somewhat negotiable. The Department, currently 13 members, is highly productive; the University is small, private, and well-endowed; Tulsa is an attractive and sophisticated city of 500,000. *Closing date:* February 1, 1991. Interested persons should send a letter of application, a brief statement of research interests, vitae and selected reprints/preprints, and three letters of reference to **Robert Hogan**,

Department of Psychology, University of Tulsa, Tulsa, OK 74104.
Women and minorities are especially encouraged to apply. The University of Tulsa is an Equal Opportunity/Affirmative Action Employer.

ONE-YEAR APPOINTMENT IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. The Department of Psychology at Central Michigan University has an opening for an Industrial-Organizational psychologist for the 1991-1992 academic year, pending funding approval. The appointment begins in August 1991 and ends in May 1992. Rank is open, and ABDs will be considered. The I/O position requires teaching at the undergraduate and graduate levels and is eligible for university research support. Central Michigan University (AA/EO institution) encourages diversity, and resolves to provide equal opportunity regardless of race, sex, handicap, sexual orientation, or other irrelevant criteria. Applications will be accepted until the position is filled. Candidates should send a vita, names of three references, and other supporting material to: **Stephen M. Colarelli, Industrial/Organizational Search Committee, Department of Psychology, Central Michigan University, Mt. Pleasant, MI 48859.**

PROGRAM MANAGER, PERSONNEL AND CAREER ASSESSMENT. Duties: The Psychological Corporation, a leader in the field of test development and publishing and a subsidiary of Harcourt Brace Jovanovich, Inc., has an immediate opening for a Program Manager in the professional assessment area. This position entails managing a portfolio of tests, products and services for the business, industry, and government market. The Program Manager makes decisions regarding product revisions, new acquisitions, and long-term business plans. In addition, the progress of internal and external development projects must be monitored. The successful candidate will interact with other departments and represent the corporation in the professional community.

Qualifications: Applicant should possess an advanced degree and have experience in research, consulting, test development, or other applied work settings. Background in industrial/organizational psychology with an emphasis on assessment and background in job analysis is helpful.

Compensation: Salary level is commensurate with experience and background. The Psychological Corporation provides excellent benefits as well as opportunities for professional growth and advancement. An Equal Opportunity Employer.

Applications: Please forward resume with salary requirements to: **The Psychological Corporation, PROFESSIONAL, Assessment • Credentialing • Education, 555 Academic Court/PM, San Antonio, Texas 78204-2498.**

tialing • Education, 555 Academic Court/PM, San Antonio, Texas 78204-2498.

PROJECT DIRECTOR, TEST DEVELOPMENT/RESEARCH & TECHNICAL SUPPORT. Duties: The Psychological Corporation, a leader in the field of test development and publishing and a subsidiary of Harcourt Brace Jovanovich, Inc., has an immediate opening for an entry-level Project Director to plan, coordinate, develop, and manage test development projects for professional assessment, credentialing, and adult education. The Project Director is responsible for providing statistical support and for planning research and analysis activities for the department in association with Program Managers. The Project Director interacts with other departments and communicates results to users and clients.

Qualifications: Applicant should possess an advanced degree or equivalent level of proficiency in research in applied work settings. Background in industrial/organizational psychology helpful. Experience with SAS, SPSS, or similar statistical programs required. Knowledge of measurement and equating is helpful. Applicants should be self-directed and able to work as a team member on multiple projects.

Compensation: Salary level is commensurate with experience and background. The Psychological Corporation provides excellent benefits as well as opportunities for professional growth and advancement. An Equal Opportunity Employer.

Applications: Please forward resume with salary requirements to: **The Psychological Corporation, PROFESSIONAL, Assessment • Credentialing • Education, 555 Academic Court/PD, San Antonio, Texas 78204-2498.**

ADVERTISE IN TIP

The Industrial-Organizational Psychologist is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to the more than 2500 Society members. Membership includes academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4000 copies per issue.

Advertising may be purchased in **TIP** in units as large as two pages and as small as a half-page spread. In addition, "Position Available" ads can be obtained at a charge of \$75.00 per position. For information or placement of ads, contact: **Michael K. Lindell, Department of Psychology, 129 Psychology Research Building, Michigan State University, East Lansing, MI 48824-1117. Call (517) 353-8855; FAX (517) 353-4873.**

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Size of Ad	Number of Insertions	
	One Time	Four Times
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One Page	\$225	\$175
Half Page	\$175	\$150

PLATE SIZES

Size of Ad	Vertical	Horizontal
One Page	7 1/4 "	4 1/4 "
Half Page	3 1/4 "	4 1/4 "

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